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DESIGNING FOCUSED-GRAMMAR ACTIVITIES TO SUPPLEMENT *I*
LOVE ENGLISH 5 SET

MA thesis

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Abstract

This thesis designs and pilots focused-grammar activities as supplementary materials to *I Love English 5* (Kurm & Soolepp 2016), a coursebook used in Estonian EFL classrooms. Using a three-cycle action research approach, the study examines how such activities support meaningful grammar use within a textbook-based syllabus. The first chapter outlines the theoretical background of communicative grammar teaching and focused-grammar activities. The second chapter analyses grammar practice in *I Love English 5*, presents the piloted activities, and evaluates them through teacher feedback, student questionnaires, and interviews. The findings indicate that focused-grammar activities can increase learner engagement and support communicative grammar use when appropriately scaffolded.

Keywords: communicative grammar teaching, focus on form, focused-grammar activities, action research, EFL materials development

Table of Contents

Abstract	2
INTRODUCTION	4
CHAPTER 1. BRIDGING FORM AND MEANING IN GRAMMAR TEACHING	7
1.1 The Role of Grammar in the EFL Classroom	7
1.2 Communicative Grammar and Focus on Form.....	9
1.3 Focused-Grammar Activities	12
1.4 Creating Materials.....	16
1.5 Action Research	18
CHAPTER 2. THE DEVELOPMENT AND PILOTING OF FOCUSED-GRAMMAR ACTIVITIES....	20
2.1 Analysis of Grammar Presentation and Practice in <i>I Love English 5</i>	21
2.2 Planning and Development of the Activities	23
2.3 Participants.....	25
2.4 Data Collection	27
2.4.1 Teacher Observation Sheet	27
2.4.2 Student Questionnaire	28
2.4.3 Teacher Interviews.....	29
2.5 Action Research	32
2.6 Analysis of Findings	41
2.6.1 Teacher Observation	41
2.6.2 Student Questionnaires	44
2.6.3 Teacher Interviews.....	47
2.7 Discussion of Findings.....	54
CONCLUSION.....	64
REFERENCES.....	67
APPENDICES	72
Appendix 1. The set of focused-grammar activities	72
Appendix 2. Teacher observation sheet.....	108
Appendix 3. Student feedback sheet.....	109
Appendix 4. Interview questions	110
RESÜMEE.....	111

INTRODUCTION

The purpose of this thesis is to design and pilot focused-grammar activities to supplement *I Love English 5* (Kurm & Soolepp 2016), a widely used English as a Foreign Language (EFL) textbook and workbook in Estonia. As an action research study, it aims to create a set of focused-grammar activities that support both accuracy and meaningful language use, implement them in EFL classrooms, and collect feedback from teachers and students after piloting.

The thesis is grounded in the principles of the Common European Framework of Reference for Languages (Council of Europe 2020) and the Estonian National Curriculum for Basic Schools (2011). Both frameworks share a common vision of language learning as a communicative, action-oriented, and learner-centred process. They emphasise that grammar should be taught in context, through meaningful and purposeful language use rather than through isolated rule practice. This perspective supports the design of focused-grammar activities, which draw learners' attention to specific structures while engaging them in meaningful communication (Estonian National Curriculum for Basic Schools 2011; Council of Europe 2020).

In this thesis, grammar is understood as the system of rules that explain how words change to express meaning and how they are combined to form sentences, encompassing both syntax and morphology (Swan 2005; Carter & McCarthy 2006). Building on this, communicative grammar use refers to the ability to use grammatical structures accurately and appropriately during meaning-focused interaction, particularly in spoken communication (Ellis 2003; Larsen-Freeman 2015; Skehan 1998).

In Estonian EFL classrooms, grammar instruction often remains focused on traditional rule explanation followed by mechanical practice, such as fill-in-the-blank or sentence transformation exercises. Research shows that these activities may help learners recognise forms but often fail to

promote fluency or communicative competence (Fotos 2002: 95; Larsen-Freeman 2015: 263; Ellis 2018a: 23–25). This issue is evident in *I Love English 5*, where grammar is introduced in a rule-based manner and practised primarily through controlled drills that are not meaningfully connected to the unit themes. In addition, controlled practice is often not followed by freer activities in which students can actively use the target forms. Ur (2012) argues that relying solely on controlled exercises may enable students to perform well on grammar tests but leaves them unable to use the structures spontaneously in real communicative contexts (Ur 2012: 83). The integration of focused-grammar activities into existing coursebook-based syllabi, particularly in the Estonian EFL context, remains under-researched.

The aim of creating focused-grammar activities is to bridge this gap by designing activities that target specific grammar structures while requiring purposeful communication. For example, instead of completing an isolated exercise on prepositions of place, learners might describe a room or give directions on a map, thereby integrating the grammar point into a communicative context (Larsen-Freeman 2015: 269–270). Samuda (2001: 9–13) describes a similar activity in which students guess a person's identity based on the contents of their pockets, naturally eliciting epistemic modals. Such activities promote repeated, meaningful use of grammar forms in authentic contexts, supporting both acquisition and retention (Fotos 1994; Harmer 2007: 50–51).

Action research is informed by the realities of the classroom, where teachers often face challenges such as large class sizes, limited lesson time, and varying learner abilities (Ellis 2003: 143–145; Swan 2005). The designed materials therefore prioritise practicality and require minimal preparation, providing teachers with ready-made activities that align with the textbook and workbook syllabus. Teachers gain time-saving resources that can be easily integrated into their

lessons, while students benefit from activities that promote both understanding and purposeful communication.

Against this background, the present study aims to develop and implement practical classroom activities that connect grammar instruction with communicative use. It also examines the extent to which these activities support learners in making form–meaning connections and engaging in purposeful communication. In order to guide the inquiry and structure the empirical work, the following research questions were formulated:

1. How can focused-grammar activities be designed to integrate form and meaning while fitting the thematic and structural progression of *I Love English 5*?
2. How do teachers evaluate the usability, practicality, and pedagogical value of the focused-grammar activities after piloting them?
3. How do students perceive the focused-grammar activities in terms of engagement, clarity, and usefulness for practising the target grammar?
4. How do students use the target grammar structures during focused-grammar activities?

This thesis is structured into two main parts. The first chapter presents the theoretical framework, examining the role of grammar in the EFL classroom, communicative grammar use, and focus on form. It also reviews focused-grammar activities and material development, and introduces action research as the methodological basis of the study. Chapter 2 describes the methodological design and empirical component of the research, including the analysis of the *I Love English 5* materials, the participants, data collection methods, and the development and piloting of the focused-grammar activities. It also presents the analysis and discussion of the findings. The thesis concludes with a summary of the main results, pedagogical implications, limitations of the study, and suggestions for future research.

CHAPTER 1. BRIDGING FORM AND MEANING IN GRAMMAR TEACHING

This chapter outlines the theoretical background of the study and highlights the importance of integrating grammar with meaningful communication in EFL teaching. It examines the role of grammar in the language classroom and introduces the concepts of communicative grammar and focus on form. It then reviews previous research on focused-grammar activities and outlines their key characteristics. As the thesis is grounded in material development, the chapter also discusses principles of designing effective teaching materials. It concludes with an overview of action research, which provides the methodological basis for the practical component of the study. Together, these sections establish the foundation for analysing the *I Love English 5* materials and designing supplementary activities that better connect grammatical form with communicative use.

1.1 The Role of Grammar in the EFL Classroom

The role of grammar in English as a Foreign Language (EFL) teaching has been widely debated, reflecting broader shifts in language teaching paradigms (Keck & Kim 2014: 33–49). While earlier structural and form-focused approaches positioned grammar as central to language learning, the rise of communicative and natural methods led to a re-evaluation of its importance. These approaches, which emphasise immersion and subconscious acquisition, have at times questioned or even rejected explicit grammar instruction (Krashen & Terrell 1983; Norris & Ortega 2000; Celce-Murcia 2002; Burgess & Etherington 2002; Long 2015). However, this position has been challenged by researchers such as Ellis (2002), who argue that the key issue is not whether grammar should be taught, but how it should be integrated into communicative

language use. This shift reflects a broader move from viewing grammar as an end in itself to understanding it as a resource for meaning-making.

From this perspective, grammar has been argued to play a crucial role in enabling learners to construct and interpret meaning accurately (Harmer 1991; Thornbury 1999; Cullen 2008). Rather than simply memorising lexical items or fixed expressions, learners benefit from understanding underlying patterns that allow them to generate new utterances. Such systematic knowledge can support both accuracy and learner confidence (Thornbury 1999). However, this view has also been criticised for potentially overestimating the extent to which explicit grammatical knowledge transfers to spontaneous language use, particularly in communicative contexts where processing demands are high (Ellis 2003; Skehan 1998). This highlights an ongoing tension between knowledge about language and the ability to use language effectively in real time.

From the learner's perspective, grammar instruction provides structure, predictability, and a sense of progress, which many students find motivating. In formal educational settings, explicit grammar teaching aligns with assessment practices and curricular expectations, contributing to a perception of language learning as systematic and measurable (Burgess & Etherington 2002; Borg 1998; Sik 2015). However, an overemphasis on structured grammar instruction may also reinforce a focus on correctness at the expense of communicative flexibility, potentially limiting opportunities for learners to develop fluency and strategic competence (Ur 2012).

One widely used pedagogical model that attempts to balance these competing demands is the Present–Practice–Produce (PPP) framework (Harmer 2007; Scrivener 2011). By progressing from controlled practice to freer communication, PPP aims to support the transition from accuracy to fluency (Ur 2012). While this model provides a clear and structured approach to grammar

instruction, it has been criticised for assuming a linear progression from knowledge to use, which may not reflect the non-linear nature of language acquisition. In particular, learners who perform accurately in controlled stages do not always demonstrate the same level of control in spontaneous communication. This limitation suggests that, although PPP offers a useful organisational framework, additional pedagogical strategies are needed to ensure that grammatical knowledge becomes functionally integrated into communicative use (Scrivener 2011; Ur 2012; Lewis 1993: 89–90).

Overall, the literature indicates that grammar remains an essential component of language learning, but its effectiveness depends on how it is integrated into communicative practice. Rather than treating grammar as a set of isolated rules, current research increasingly emphasises its role as a tool for organising meaning, highlighting the need for approaches that balance accuracy with meaningful language use.

1.2 Communicative Grammar and Focus on Form

In this thesis, communicative grammar use is understood as the ability to deploy grammatical structures accurately and appropriately during meaning-focused interaction, particularly in spoken communication. It involves not only knowledge of form but the ability to access and use that knowledge under real-time processing conditions (Skehan 1998; Ellis 2003; Larsen-Freeman 2015).

This conceptualisation aligns with broader approaches to grammar teaching that seek to integrate form and meaning in language learning. In this context, the distinction between focus on forms, focus on meaning, and focus on form, introduced by Long (1991), provides a useful framework for understanding how grammar can be treated in second language classrooms. These

approaches highlight not only different instructional priorities but also the limitations of treating form and meaning as separate concerns.

A focus on meaning approach is based on the idea that language is best learned through communication (Krashen 1985: 10–12; Long 1991: 39–41). In this case, classroom activities are centred on exchanging ideas, and little or no attention is given to grammar unless communication breaks down. Although this approach supports fluency and interaction, research suggests that it may not be enough for learners to develop accurate use of grammatical forms, especially in foreign language contexts where exposure to the language is limited (Long 1996: 414–416; Ellis 2003: 3–4; Loewen 2005: 362–363).

In contrast, focus on forms refers to more traditional teaching, where grammar is taught directly and systematically, typically following a structural syllabus (Long 1991:41–42). Lessons are organised around discrete linguistic items that are presented and practised sequentially. Although this approach provides clear and structured input, it has been criticised for encouraging a largely passive learning process, where learners may rely on memorisation rather than actively engaging with language use and for treating language as a set of isolated elements, which may limit learners' active engagement and their ability to understand how grammatical forms function within meaningful communication (Ellis 2003; Long 2015).

Focus on form offers a middle ground between these two approaches. It involves briefly drawing learners' attention to grammar while they are engaged in meaningful communication (Long 1991: 45–47). In Long's original definition, this attention usually occurred when communication problems arose and needed to be resolved. However, later research (Ellis et al 2001: 285–286; Loewen 2005: 371–372; Long 2015: 310–311) has shown that attention to form

can also occur even when communication is successful, for example, when teachers or learners aim to improve accuracy or clarify language use.

The effectiveness of focus on form depends on how it is realised in actual classroom contexts. In communicative activities, learners tend to focus primarily on meaning, which can lead to reduced grammatical accuracy, while a stronger emphasis on correctness may interrupt fluency and interaction (Skehan 1998: 88–89; Ellis 2003: 117–118). This can be explained by the fact that target forms are not always fully internalised, and learners may rely on conscious monitoring, which is difficult to sustain during real-time communication. As attention shifts to meaning, errors may reappear, sometimes influenced by the learner's first language (Willis & Willis 2007: 14–15; Ur 2012: 83; Ur 2024: 92–93).

An additional factor influencing the effectiveness of communicative grammar activities is learner variability. In classroom contexts, learners differ in proficiency level, processing capacity, and confidence in using the target language (Tomlinson 2001). Research suggests that communicative activities may place higher cognitive and linguistic demands on lower-proficiency learners, as they require simultaneous attention to meaning, form, and interaction (Klewin 2012; Brentnall 2016). As a result, stronger learners may participate more actively and use target structures more successfully, while weaker learners may require additional scaffolding and teacher support. This highlights the importance of differentiation in communicative grammar teaching, ensuring that tasks remain accessible to learners with varying levels of proficiency (Klewin 2012; Ur 2012: 75–85)

From this perspective, Swain's Output Hypothesis (1985; 2005) highlights the importance of language production in drawing attention to form. When learners are required to produce language, they are often pushed to notice gaps in their knowledge and to engage more actively

with grammatical structures. However, production of language that pushes learners to use forms beyond their current level does not arise automatically in communicative classrooms and often depends on how activities are structured. Therefore, the effectiveness of focus on form is closely linked to how opportunities for output are created in practice. As Loewen (2018: 94–96) points out, attention to form can be implemented in different ways, ranging from incidental and implicit techniques to more explicit and planned interventions.

In addition to the role of output, the Noticing Hypothesis (Schmidt 1990: 129–130; 2001: 3–5) suggests that learners must consciously notice linguistic forms in input for learning to occur. From this perspective, communicative activities alone may not be sufficient unless they also direct learners' attention to specific grammatical features. Such activities can support this process by increasing the salience of target structures and creating conditions in which learners are more likely to notice the gap between their current production and the target form.

Overall, focus on form provides a theoretically grounded approach to communicative grammar teaching by attempting to balance attention to meaning and form. However, its success depends on the extent to which classroom activities create conditions in which grammatical structures become both necessary and meaningful for communication. This highlights the importance of carefully designed pedagogical activities, providing a clear rationale for the use of focused-grammar activities in the present study.

1.3 Focused-Grammar Activities

Previous research has shown that focused-grammar activities can effectively support language learning by helping learners notice and use target structures during meaningful communication. These activities also promote grammatical development and can enhance both accuracy and fluency (Samuda 2001; Ellis 2003; Nunan 2004; Pica et al 2006; Nassaji & Fotos

2010; Larsen-Freeman 2015). However, no research has examined the integration of focused-grammar activities into existing course sets, such as coursebooks and workbooks, where topics and grammar points are predetermined and activities must be designed accordingly. Furthermore, focused-grammar activities have not yet been investigated within the Estonian educational context, indicating a gap that the present study aims to address.

In order to better understand how such activities function in practice, it is important to consider how they are defined and categorised in the literature. Ellis (2003:16–17) and Larsen-Freeman (2015: 269–270) distinguish between focused and unfocused activities in communicative language teaching. Focused activities are designed to elicit the use of particular linguistic features while promoting communication. Such activities have a dual function: they foster language use while simultaneously drawing learners’ attention to a specific grammatical structure or function. Because the target feature is embedded in the communicative purpose of the activity, learners process the form in context, which enhances its salience without isolating it from interaction (Ellis 2003; Larsen-Freeman 2015). To categorise grammar-focused activities more clearly, Müller-Hartmann & Schocker (2018: 598–599) identify three main types which are summarised in Table 1.

Table 1. Types of Focused Activities (Müller-Hartmann & Schocker 2018: 598–599).

Type of focused activities	Description
1. Structure-based production activities	• The target grammatical feature should support successful activity completion, whether by being useful but optional or, in some cases, by being essential for expressing the intended meaning. • In these activities, the main goal is a communicative outcome.
2. Comprehension (structured-input) activities	• Learners process meaning while being guided to notice the target form. This can be supported through input enhancement, where the form is made frequent, salient, or visually highlighted.

Type of focused activities	Description
3. Consciousness-raising activities	• These activities promote explicit learning by encouraging learners to discuss the language (meta-talk). Attention temporarily shifts from meaning to form so that a specific grammatical feature can be examined and understood.

While this classification provides a useful framework for analysing different pedagogical approaches, it also suggests that no single type of activity is sufficient on its own. Structure-based production activities emphasise output and communicative use, but may not guarantee accurate form use; structured-input activities support noticing, but may limit opportunities for production; and consciousness-raising activities promote explicit understanding, but do not necessarily lead to immediate communicative use. This indicates that the effectiveness of focused-grammar instruction may depend less on the choice of activity type and more on how different types are combined and sequenced in practice (VanPatten 2002; Ellis 2003; Swain 2005; Larsen-Freeman 2015).

According to Ellis (2003: 16-17), and as illustrated in Table 1, an activity can achieve focus in two ways. The first involves designing the activity so that it can only be completed through the use of a specific linguistic feature. For instance, in a “find the picture” activity, learners must describe an image so their partner can identify it from a set, thereby requiring the use of prepositions of place such as *on* or *next to* (Ellis 2003: 16-17). The second way of achieving focus is by making language itself the content of the activity. These activities centre on a linguistic form or pattern as the main topic of communication (Ellis 2003:17). For example, learners might work in pairs to analyse and discuss sentences containing different uses of the past perfect, deciding which are correct and explaining why. In this way, the language feature becomes both the subject and the medium of the activity, encouraging metalinguistic reflection and deeper understanding.

One type of a focused activity, namely structure-based production activity (see Table 1), would be an information-gap activity, where learners must exchange uniquely held information to complete a communicative activity. Information gap activities orient learners' attention simultaneously to form, function and meaning. Information-gap activities are valuable not only because learners generate their own input, but also because they receive feedback from peers. Activities that include an information gap and require a single agreed-upon solution tend to generate the most language production, which increases the frequency with which learners use the target structure and therefore enhances noticing (Nassaji & Fotos 2010:100–101).

An information-gap activity can take several forms. In a jigsaw activity, learners hold different pieces of information and must work together to reconstruct a complete text, story, or picture, encouraging questions, clarification, and negotiation of meaning. Spot-the-difference activities require learners to compare similar but slightly different images or texts without seeing each other's versions, prompting the use of precise language and grammatical forms such as prepositions, tenses, or comparatives (Pica et al 2006: 301–338).

In contrast, unfocused activities aim to promote general communication without targeting a specific linguistic form. Their primary goal is to create conditions for interaction in which learners can use their existing resources to convey meaning and achieve communicative goals. By emphasizing fluency and authentic exchange rather than accuracy, unfocused activities encourage learners to take risks, negotiate meaning, and experiment with language in ways that mirror natural communication. Such activities are particularly valuable for developing learner autonomy, as they provide opportunities for spontaneous language use and foster a focus on meaning before form (Ellis 2003: 16-17). At the same time, unfocused activities may not provide sufficient opportunities for learners to notice and practise specific grammatical structures. As a result, a purely unfocused

approach may lead to fossilisation of errors or uneven grammatical development, particularly in contexts with limited exposure to the target language.

In this thesis, the supplementary materials are designed primarily as structure-based production activities (see Table 1). This type of focused activity aligns well with the aims of the thesis, as it encourages learners to use the target grammatical structures meaningfully while still fitting within the coursebook's existing sequence.

1.4 Creating Materials

Material development is a practical process that mediates between pedagogical theory and classroom implementation. In contexts where coursebooks strongly structure lessons, teachers are often required to adapt or supplement existing materials in order to better align them with learners' needs and instructional goals. While such adaptation allows for greater responsiveness to specific teaching contexts, it also introduces constraints related to curriculum requirements, sequencing, and time availability (Howard & Major 2005; McDonough et al 2013: 63-79).

A key advantage of teacher-developed materials is their adaptability, as they can be tailored to learners' proficiency levels, interests, and classroom conditions. However, this flexibility is not without limitations. Materials must remain aligned with prescribed curricula and learning outcomes, which may restrict the extent to which innovative or communicative approaches can be implemented. In addition, teachers often operate under significant time constraints, meaning that materials must be efficient to prepare and easy to use. This creates a tension between pedagogical idealism and practical feasibility, where theoretically effective tasks may not always be viable in everyday classroom practice (Graves 2000: 3-5; Borg 2006: 275-276).

Research on materials design emphasises clarity as a key factor influencing task effectiveness. Instructions that are concise, logically sequenced, and supported by examples can

facilitate learner understanding and reduce the need for extensive teacher explanation. However, achieving clarity without oversimplifying tasks can be challenging, particularly when activities aim to promote both communicative engagement and attention to form. Overly simplified instructions may limit cognitive engagement, while overly complex ones may hinder task completion, especially for lower-proficiency learners. This highlights the need to balance accessibility with pedagogical depth (Scrivener 2011; Ur 2012).

Similarly, the visual design of materials plays an important role in usability. Clearly organised layouts and appropriate use of visuals can support comprehension and classroom management (Howard & Major 2005). At the same time, an emphasis on visual clarity and reusability may lead to standardised or simplified formats that do not always reflect the complexity of authentic language use. In school contexts, the need for durability and reusability further reinforces practical considerations, sometimes at the expense of contextual richness or task variation (Tomlinson 2011).

Another important dimension is usability under real classroom conditions. Materials must function within limited lesson time, accommodate varying proficiency levels, and support effective classroom management (McDonough et al 2013: 70-71). However, activities that are pedagogically well-designed in theory may not always work as intended in practice, particularly if they are too complex or insufficiently scaffolded. This underscores the importance of designing materials that are not only theoretically sound but also adaptable to diverse and unpredictable classroom contexts.

From a critical perspective, effective materials must be both engaging and purposeful. Activities should guide learners toward specific learning outcomes rather than allowing them to complete activities without engaging with the target language. In the case of grammar-focused

activities, this presents a particular challenge. Designing activities that encourage the use of a target structure without reducing them to mechanical drills requires careful integration of form and meaning. As Ellis (2003) notes, focused activities may encourage or require the use of specific linguistic forms, but the primary emphasis should remain on meaning. Similarly, Willis and Willis (2007) argue that effective tasks make the target form naturally necessary for successful communication rather than externally imposed. Achieving this balance is inherently difficult and represents a central challenge in grammar materials design.

Overall, material development involves negotiating a range of competing demands, including pedagogical effectiveness, learner engagement, and practical feasibility. Rather than applying idealised models of activity design, teachers must make context-sensitive decisions that balance these factors. This practical and iterative nature of material development links closely to action research, which provides a framework for testing, evaluating, and refining materials based on classroom experience (Burns 2010; Edwards & Burns 2016).

1.5 Action Research

Action research provides an effective approach for material development because it combines practical classroom activity with systematic inquiry (Edwards & Burns 2016). It allows teachers to observe how students respond to new materials, gather feedback, and use that information to improve their teaching resources. According to Crothers (2021), action research is a process where teachers study their own teaching practices in order to make positive changes in the classroom. Teachers can do this individually or as part of a team, and the research can take place at the classroom, school, or even district level. Although it often relies on qualitative methods, quantitative data can also be included (Crothers 2021). While action research offers

context-sensitive insights, it has been criticised for limited generalisability and potential researcher bias, as teachers investigate their own practice (Burns 2010: 8).

Action research involves teachers taking a reflective, critical, and systematic approach to understanding and improving their own teaching practice. The process typically follows a repeating cycle of planning, acting, observing, and reflecting, with each stage informing the next. Through this cycle, teachers learn from their experiences, refine their approaches, and develop a deeper understanding of how to enhance learning outcomes (Edwards & Burns 2016).

Within this framework, planning involves identifying a problem or area for improvement and designing an appropriate plan of action. The action phase focuses on implementing this plan through intentional classroom interventions. During observation, teachers systematically gather evidence about how the intervention works in practice. In the reflection phase, they evaluate the results, draw conclusions, and determine whether further cycles are needed to refine their practice (Burns 2010:8)

This thesis uses an action research approach to explore how focused-grammar activities can make grammar teaching more communicative within the context of *I Love English 5*. According to Edwards and Burns (2016), in action research teachers systematically examine their own practice to identify areas for improvement and test new approaches. In this study, focused-grammar activities are designed, tried out in EFL classrooms, and revised based on feedback from teachers and students. As Crothers (2021) notes, action research is teacher-led and context-specific, providing a practical way to refine everyday teaching. In this sense, the thesis serves as a concrete example of how reflective experimentation can help teachers adjust grammar instruction to support communicative learning better.

CHAPTER 2. THE DEVELOPMENT AND PILOTING OF FOCUSED-GRAMMAR ACTIVITIES

This chapter presents the methodological design of the study, which aimed to develop, pilot, and evaluate focused-grammar activities for supplementing the *I Love English 5* Student's Book and Workbook. The chapter is structured around the four research questions guiding the study:

1. How can focused-grammar activities be designed to integrate form and meaning while fitting the thematic and structural progression of *I Love English 5*?
2. How do teachers evaluate the usability, practicality, and pedagogical value of the focused-grammar activities after piloting them?
3. How do students perceive the focused-grammar activities in terms of engagement, clarity, and usefulness for practising the target grammar?
4. How do students use the target grammar structures during focused-grammar activities?

The chapter begins with an analysis of grammar presentation and practice in the *I Love English 5* course materials, which provided the basis for identifying the need for supplementary focused-grammar activities. It then describes the planning and development of the activities, including the selection of target grammar structures and the pedagogical rationale behind the materials. Next, the chapter introduces the participants and outlines the data collection instruments used in the study, namely teacher observation sheets, student questionnaires, and semi-structured teacher interviews. The action research process is then presented through three cycles of implementation, feedback, and revision. Finally, the chapter discusses the analysis of findings in relation to the research questions and concludes by considering the pedagogical implications, limitations, and possible directions for future research.

2.1 Analysis of Grammar Presentation and Practice in *I Love English 5*

This study first analysed grammar presentation and practice in the *I Love English 5* Student's Book and Workbook (Kurm & Soolepp 2016), focusing on the integration of form and meaning across 20 units. The ILE 5 is designed for Year 7 students. Both the textbook and workbook are organized into 20 thematic units. Each unit is structured around three main sections: 1) Reading, 2) Vocabulary and Conversation, and 3) Structures and Writing. Explicit grammar instruction in the Student's Book is included selectively and only appears in two units. For example, Unit 4 presents the passive voice through explicit rules and examples. Although these activities occasionally offer opportunities to apply grammar, no explicit linkage is made between form instruction and communicative practice (Table 2).

Table 2. Summary of Grammar presentation and practise in ILE 5 Student's Book

Practice Type	Description	Example	Frequency (out of 20 units)	Pedagogical Focus
Explicit grammar presentation	Rules and examples explicitly provided within the unit	Unit 4 – Passive voice; Unit 13 – Past perfect	2	Form-focused, accuracy
Communicative activities requiring target grammar	Students must use the target form to complete the activity	<i>None observed</i>	0	Form–meaning integration
Communicative activities not tied to grammar instruction	Activities that do not require use of target grammar	role plays, retellings, project tasks	32	Meaning-focused

A total of 32 communicative activities were identified in the Student's Book that are not explicitly linked to the grammar instruction presented in the units and do not require learners to use specific target grammatical structures (see Table 2). These activities frequently involve collaborative work and the use of digital resources, as illustrated by the task “*Work in groups. Search the internet for three to four Olympic mascots and make a presentation about them.*” Moreover, a substantial proportion of the activities consist of speaking prompts (e.g., “*Talk about*

beach huts”), which aim to encourage oral production and classroom interaction. Although there are a number of communicative activities, they repeat across units (e.g., *make a poster, create your own dialogue, work in groups—discuss questions and add extra information*), which may result in monotony.

Table 2 demonstrates that the Student’s Book does not explicitly require students to use the target grammatical structures taught in the course. However, such use may occur implicitly in some activities. Consequently, grammar and communication appear to be only loosely connected in the Student’s Book, which raises the question of how grammar practice is addressed in the Workbook.

Unlike the Student’s Book, the ILE 5 Workbook provides more overt grammar practice through a variety of controlled exercises. These include sentence completion, word ordering, and form transformations (e.g., active to passive). These activities clearly target accuracy, but they do not provide communicative contexts for grammar use. Moreover, many of the grammar exercises are thematically disconnected from the Student’s Book content, which further limits meaningful transfer into communicative activities. No grammar activities in the Workbook require students to use grammatical structures communicatively or orally (Table 3).

Table 3. Summary of the main Grammar Exercise Types in ILE 5 Workbook.

Practice Type	Description	Example	Frequency (out of 20 units)	Pedagogical Focus
Sentence completion	Fill-in-the-blank grammar activities	<i>Complete sentences in correct tense form</i>	27	Form-focused accuracy
Word ordering	Ordering words to form grammatical sentences	<i>Reorder scrambled sentences</i>	5	Form-focused accuracy
Transformation activities	Rewrite sentences in a different form (e.g., passive, reported speech)	<i>Rewrite sentences in passive voice</i>	9	Form-focused accuracy

Practice Type	Description	Example	Frequency (out of 20 units)	Pedagogical Focus
Communicative grammar activities	Students exchange information using target grammar in authentic interaction contexts	<i>No such activities observed</i>	0	Form–meaning integration

The analysis of the Workbook indicates that grammar instruction in ILE 5 is predominantly form-focused, with limited opportunities for learners to engage with grammar in functional, communicative contexts. Also, there is no resource book or supplementary online material offering communicative grammar activities. Although experienced teachers may adapt existing activities for communicative grammar practice, such adaptation requires additional preparation time that not all educators may have.

The findings highlight a pedagogical gap and provide a basis for the design and piloting of focused-grammar activities to address this imbalance. The proposed activities aim to support structural accuracy while promoting communicative language use, an integration largely absent from current practices in *I Love English 5*.

2.2 Planning and Development of the Activities

In alignment with the principles of the Common European Framework of Reference for Languages (CEFR) and the Estonian National Curriculum, eight focused grammar activities were designed to supplement the *I Love English 5* Student’s Book and Workbook (see Appendix 1). The activities aimed to provide learners with opportunities to practise target grammatical structures through meaningful classroom interaction while remaining compatible with the existing textbook-based syllabus.

The planning process began with a systematic analysis of the *I Love English 5* Student’s Book and Workbook in order to identify units in which grammar practice was predominantly form-focused and offered limited opportunities for communicative use. This analysis confirmed the need

for supplementary activities that would enable learners to apply grammatical structures in interactional contexts rather than through mechanical practice alone.

Following this, the annual work plan was examined to determine an appropriate timeframe for piloting the materials. The period from December to March was selected, beginning with the Christmas-themed unit. This timing allowed the materials to be integrated naturally into the syllabus without disrupting curricular progression and provided sufficient scope for iterative refinement.

Subsequently, textbook units with clearly defined grammar objectives were selected, and suitable activity formats were considered with the aim of integrating communicative use with grammar practice in a motivating and pedagogically meaningful way. The selected grammar areas are summarised in Table 4.

Table 4. Overview of Target Grammar Across Instructional Cycles

Cycle	Grammar Focus
1	Passive voice (present/past; modal passives; passive questions)
2	Passive forms (revision and expansion); present perfect passive; definite article <i>the</i>
3	Verb patterns with to-infinitives and -ing forms; past perfect tense

All selected grammar areas share a common characteristic: although they are explicitly presented in the course materials, they are not supported by communicative practice. This gap informed their inclusion in the intervention.

In three cases, established activity types previously encountered by the author during university coursework or previous work experience were adapted to suit the specific grammatical targets and thematic content of the units. These included the activities *Name Three*, *Grammar Auction*, and *Christmas Bluff Game*. These activities were modified in terms of language focus, activity demands, and contextual framing to ensure alignment with the learners' proficiency level

and curricular goals. The remaining five activities were designed by the researcher, drawing on familiar pedagogic formats such as picture sequencing and information-gap activities. Although the underlying models were well known, the scenarios, content, and visual design were developed independently. The design process proved challenging, particularly in anticipating how the activities would function in real classroom conditions and whether they would elicit the intended language use.

2.3 Participants

The activities were piloted by the author in her own seventh-grade English classroom. In addition, three other English teachers were invited to implement selected activities in their classes and to provide qualitative feedback on their usability, clarity, and pedagogical value.

The participating teachers were selected using two sampling methods. First, convenience sampling was employed to recruit teachers who were known to the author and who were using *I Love English 5* with their seventh-grade learners. This ensured curricular alignment and comparability of classroom contexts. Second, snowball sampling was used to recruit one additional teacher, who was recommended by another participant. This approach allowed the author to broaden the sample while maintaining relevance to the instructional context.

The researcher and three other teachers taught seventh-grade learners and had between three and five years of experience teaching English. The number of students in the participating classes ranged from eight to fourteen. Due to differences in lesson schedules and curricular pacing, not all teachers implemented the same number of activities. While the researcher piloted all eight activities, the other teachers tested between two and five activities each.

Table 5. Participants

	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Experience as an English teacher	3	3	3	5
Number of students	12	8	14	13
Activities tested	8	4	2	5

Teacher competence can be examined through the lens of Berliner's (2001, 2004) model of teacher expertise, which conceptualises professional development as a progression through five stages: novice, advanced beginner, competent, proficient, and expert. According to this model, competent teachers are characterised by their ability to plan instruction purposefully, make informed pedagogical decisions, and adapt teaching strategies to classroom conditions, while proficient and expert teachers demonstrate greater intuition and flexibility based on extensive experience.

The participating teachers in this study, with three to five years of teaching experience, can be broadly positioned at the competent stage of Berliner's model. At this stage, teachers are able to evaluate teaching materials critically, adapt activities to suit their learners, and reflect on instructional effectiveness. This level of expertise is particularly relevant for the present study, as the teachers were expected to implement and provide feedback on newly developed instructional activities rather than simply follow scripted procedures.

Situating the participants within Berliner's framework provides additional context for interpreting the feedback collected during the piloting process. It acknowledges that the evaluation of the activities was informed by teachers' developing professional judgement, while also recognising that differences in classroom implementation are a natural consequence of teacher autonomy and experience.

In addition to the teachers, the study involved seventh-grade students as participants. The students were aged between 13 and 14 and were taught in different schools across Estonia. The participating schools represented a range of educational contexts, including both larger urban schools and smaller rural schools located in different counties. This diversity of contexts allowed the study to capture a broader range of classroom conditions and learner characteristics. While all students were following the same coursebook (*I Love English 5*), differences in school environments, class sizes, and learner profiles contributed to variation in how the activities were implemented and experienced.

2.4 Data Collection

Data for the study were collected using both quantitative and qualitative instruments in order to capture perspectives from learners and teachers and to enable triangulation of the findings. The primary data sources included a mixed-method student questionnaire consisting of Likert-scale items and open-ended questions, teacher observation sheets, and semi-structured teacher interviews. This multi-method approach was selected to provide a comprehensive account of how the targeted grammar activities functioned in classroom practice and how they were perceived by the participants.

2.4.1 Teacher Observation Sheet

A structured teacher observation sheet was used during the implementation of the activities to document classroom processes and immediate pedagogical outcomes (Appendix 2). The observation instrument focused on both procedural aspects of the activities and their effects on learner engagement and language use. The teachers evaluated each activity using a three-point scale (*Yes, Partly, No*) across a set of predefined criteria.

The observation criteria addressed the clarity of activity aims and procedures, learner engagement and participation, use of English during pair or group work, and the extent to which the activity created a genuine need for information exchange or idea sharing (e.g., through information gaps or decision-making). Additional items focused on whether the activity elicited the target grammatical structure, whether learners used the structure during communication, and whether the activity fit the lesson topic and level. Practical considerations such as material manageability and activity duration were also included.

In addition to the checklist items, the observation sheet contained open-ended sections allowing teachers to record examples of successful learner use of the target grammar, note recurring problems or errors, and provide overall comments and suggestions. This combination of structured and open-ended items enabled both systematic comparison across activities and richer qualitative insights into learner performance and activity effectiveness.

2.4.2 Student Questionnaire

To gather learners' perspectives on the activities, a student feedback questionnaire was administered after each activity (Appendix 3). The questionnaire was designed to be age-appropriate and accessible for seventh-grade learners and was deliberately administered in Estonian in order to ensure full comprehension of the items and to allow students to express their opinions accurately and without linguistic constraint. Using the learners' first language helped minimise potential misunderstandings and reduced the influence of English language proficiency on the quality of the feedback provided. It consisted of six Likert-scale statements rated on a four-point scale (1 = *strongly disagree*, 4 = *strongly agree*), followed by an open-ended question.

The statements focused on students' understanding of the activity instructions, perceived interest and engagement, perceived difficulty level, the extent to which the activity required

communication in English, use of the target grammatical structure during the activity, and perceived contribution to understanding the grammar rule and its use. The final open-ended question invited students to comment on whether they would like to complete similar activities in the future and to justify their response.

The questionnaire provided insight into learners' subjective experiences and perceptions, complementing teacher observations by capturing aspects such as motivation, clarity, and perceived learning value.

2.4.3 Teacher Interviews

In addition to observation sheets and student questionnaires, qualitative data were collected through semi-structured interviews with three participating English teachers. This approach ensured that all key themes related to the research questions were addressed while also allowing flexibility to ask follow-up questions and explore issues that emerged during the conversation (Appendix 4). The purpose of the interviews was to gain in-depth insight into teachers' experiences of implementing the focused-grammar activities and to explore their perceptions of the activities' pedagogical value, usability, and impact on students' communicative use of grammar.

All the interviews were conducted individually after the teachers had piloted the activities. One meeting took place face to face in the teacher's school. The other two interviews were conducted over Zoom. The duration of the interviews varied, reflecting differences in the number of activities tested and the depth of reflection provided by each participant. The shortest interview lasted 23 minutes, the second interview lasted 34 minutes, and the longest interview lasted 46 minutes. This variation allowed for both concise evaluations and more extensive pedagogical reflection.

The interview questions were organised into six thematic sections. The first section focused on background information and teaching context, including the number of activities tested and the type of learner groups involved. The second section addressed the integration of grammatical form and communicative meaning, exploring whether the activities encouraged meaningful use of the target grammar and how well they aligned with the thematic and grammatical progression of *I Love English 5* (RQ1).

The third section examined usability and practicality, including clarity of instructions, manageability within lesson time, material requirements, preparation time, and possible adaptations made by the teachers (RQ2). The fourth section focused on student engagement and perception as observed by teachers, addressing learner motivation, activity clarity, differences between stronger and weaker students, and comparisons with traditional workbook-based grammar exercises (RQ3). The fifth section explored how students used the target grammar structures during focused-grammar activities, including aspects such as oral confidence, spontaneous use of target structures, and recurring grammatical difficulties (RQ4). The final section invited teachers to provide an overall evaluation of the activities, suggest improvements, and reflect on the future use of similar focused-grammar activities in textbook-based teaching.

Before the interviews, the teachers were informed about the purpose of the study and the voluntary nature of their participation. They were asked for permission to record the interviews, and were informed that their names would not be used in the thesis in order to ensure confidentiality. The interviews were audio-recorded using the author's mobile phone voice recording application. The interviews were transcribed using the online transcription platform Happy Scribe (Happy Scribe n.d.). This platform generated written transcripts within a short time. To ensure accuracy, each transcript was verified by comparing the written text with the original

audio recordings. This verification process confirmed a high level of transcription accuracy, as no transcription errors were identified.

For the coding of interview data, the free qualitative data analysis software QCAmap was used. The transcribed interview files were uploaded to the platform, after which the data were analysed following the principles of qualitative content analysis. First, the interview transcripts were read several times in order to gain an overall understanding of the data.

During the analysis, meaning units (e.g., words, phrases, clauses, or complete sentences) that were relevant to the research questions were identified. Each meaning unit was assigned an appropriate code that captured its central idea. The codes were then grouped into broader categories based on shared characteristics and recurring patterns in the data. The coding process was systematic and iterative, allowing categories to be refined as analysis progressed.

The interviews were analysed separately for each research question in order to ensure a clear connection between the data and the aims of the study. Table 6 presents an example of the coding and categorisation process related to the third research question, illustrating a research question, a meaning unit extracted from the transcript, the assigned code, and the corresponding category.

Table 6. Coding and categorisation

Research question	Meaning unit (from transcript)	Code	Category
How do teachers evaluate the usability, practicality, and pedagogical value of the focused grammar activities after piloting them?	"It was easy to use in class because everything was already prepared, and I didn't have to spend extra time planning the lesson. "	Reduced preparation time	Reusability of materials

2.5 Action Research

Cycle 1: Pilot Activities (Activities 1–2)

Material Development

The first action research cycle focused on the development, implementation, and initial evaluation of two pilot activities designed for Unit 8 of the course materials. All activities in the study were designed to be completed within approximately 15–25 minutes, in order to ensure feasibility within a typical lesson framework.

Unit 8 centred around Christmas-related thematic content and targeted the explicit practice of the passive voice, including the present simple and past simple passive forms, passive questions, and modal passives (e.g., *must be prepared*, *should be done*, *can be made*, *will be shown*). The first activity (*Christmas Bluff*) was an information-gap task in which students worked in groups to identify false statements by asking and answering questions using passive constructions. The second activity (“Christmas Party Rules”) was a collaborative task in which students negotiated and formulated rules for a Christmas event using modal passive forms.

The primary aim of this cycle was exploratory in nature: to gather preliminary feedback on the effectiveness and suitability of the activities before further refinement. In particular, the cycle sought to evaluate the clarity of activity instructions, the appropriateness of activity design, the level of linguistic and cognitive difficulty, the degree of learner engagement, and the extent to which the activities facilitated meaningful and communicative practice of the target grammatical structures.

The two pilot activities were implemented with four groups of seventh-grade students in a regular classroom setting, one of which was taught by the author. In addition, qualitative feedback was collected from three English teachers who trialled the materials and from their students. The

combination of teacher evaluations, student responses, and researcher observations provided a broader basis for identifying strengths, weaknesses, and areas for improvement in the materials prior to subsequent action research cycles.

Feedback

Feedback indicated that the *Christmas Party Rules* activity was clear and effective, with instructions that were easily understood by both teachers and learners. In contrast, the *Christmas Bluff* activity presented several challenges. The teachers reported that the instructions were too brief and required further specification. Both teachers and students expressed a need for additional scaffolding, particularly in the form of examples such as sample questions and model answers, in order to clarify activity expectations. This observation was also reflected in the researcher's own classroom, where students required additional clarification and examples before they were able to engage fully with the activity.

Furthermore, it became evident that successful participation in the *Christmas Bluff* activity presupposed a recent revision of the passive voice. Two teachers observed that some students experienced difficulty recalling the relevant grammatical structures, which resulted in confusion during the activity. Similar difficulties were also observed by the researcher, particularly in relation to the spontaneous use of the passive voice during interaction. This finding highlighted the importance of explicitly linking communicative activities to prior instruction or incorporating brief revision stages before activity implementation.

The pilot cycle also revealed the need for increased visual support and clearer sequencing of activity steps. In the *Christmas Bluff* activity, students were required to remember five factual statements simultaneously, which led to cognitive overload for some learners. This observation

underscored the necessity of limiting activity complexity and breaking activities into shorter, more manageable stages to support learner processing.

In addition to pedagogical considerations, teacher feedback highlighted affective and practical benefits. Two teachers reported a sense of security and reduced preparation-related stress, knowing that the activity was pre-planned and ready for immediate classroom use. Teacher observation sheets further indicated high levels of learner engagement: all students were eager to participate and made noticeable efforts to use English during the activities. Observation sheets included multiple examples of successful language use, particularly in students' attempts to form passive constructions orally.

Student questionnaire responses were largely positive, despite some reported confusion during the *Christmas Bluff* activity. Student feedback emphasised enjoyment of group work, with many describing the activities as fun or interesting, suggesting a generally positive impact on learner motivation and classroom atmosphere.

In addition to generally positive responses, some students indicated that using grammar in spoken interaction was challenging. In the open-ended responses, several learners noted that although they understood the grammar in written exercises, they found it more difficult to apply it while speaking. This observation aligns with teacher feedback and highlights the gap between controlled practice and communicative use.

In terms of perceived learning benefits, responses to the statement "The activity helped me understand the grammar rule better and how/when this form is used" (Statement 6) showed a mixed but overall positive tendency. In Activity 1 ($n = 34$), 22 students selected "rather agree" or "agree," while 12 selected lower options. Similarly, in Activity 2 ($n = 29$), 21 students responded positively, compared to 8 who expressed lower levels of agreement. Overall, the majority of students reported

that the activities supported their understanding of how the target grammar is used, although a notable proportion still experienced difficulties at this stage.

Cycle 2: Revised Activities (Activities 3–5)

Material Development

Based on the feedback gathered during Cycle 1, three additional activities were developed and the overall design of the materials was revised. One key modification was the introduction of separate printable versions of the activities, complemented with a student-instruction page that teachers could display during the lesson. This design choice was intended to support both teachers and learners by making instructions consistently visible and allowing students to reread them as needed, particularly those with a preference for visual learning.

Furthermore, a dedicated teacher instruction page was added to each activity. This page included a clearly stated aim of the activity, specifying the intended pedagogical purpose. It also included guidance on recommended pre-activity preparation, such as introducing or revising the target grammatical structure, as well as suggestions for managing the activity during implementation and conducting follow-up work. The inclusion of this guidance aimed to prevent activities from being used before learners were adequately prepared linguistically.

Additional scaffolding was also incorporated in the form of example sentences and word banks containing useful expressions. These features were designed to reduce cognitive load, support learners' language production, and increase the likelihood that the target grammatical forms would be used accurately and meaningfully during interaction.

Moreover, supplementary background material was added at the end of each activity, outlining the pedagogical rationale for its inclusion, the specific grammatical features targeted, and the communicative features the activity was designed to elicit. Information was also provided

regarding the recommended stage of implementation within a Presentation–Practice–Production (PPP) framework. These elements were intentionally placed at the end of the activity materials, as they were not considered essential for immediate classroom implementation but were included for teachers seeking deeper insight into the theoretical and pedagogical underpinnings of the activities. By separating core classroom instructions from extended pedagogical commentary, the materials remained accessible and practical while still offering a principled justification for their design. Overall, the revisions introduced in Cycle 2 reflect a more structured and pedagogically supported approach to activity design, informed directly by classroom-based feedback.

In this phase of material development, greater emphasis was placed on the visual design of the activities to enhance their appeal. As noted by Howard and Major (2015), instructional materials should be visually engaging, user-friendly and easy to replicate. In alignment with these principles, selected illustrations were incorporated into the activities, while maintaining a clear and uncluttered layout to avoid overwhelming teachers and students.

Feedback

Feedback collected after the second action research cycle indicates an overall positive response from both students and teachers. Student feedback was predominantly favourable. Most learners reported that they clearly understood the activity instructions and found the activities engaging and appropriately challenging. This improvement was also observed in the researcher's own classroom, where fewer clarification requests were made compared to Cycle 1. In addition, students indicated that the activities provided meaningful opportunities to practise the target grammar, which contributed to a clearer understanding of the grammatical structures being studied.

In response to the open-ended question “*Would you like to do more of these activities and why?*”, the majority of students expressed similar views. One representative response was selected, as it reflected the central idea found across many answers: “*Yes, because I like teamwork and I got to communicate in English; it was fun.*” This suggests that learners valued both the collaborative nature of the activities and the opportunity for authentic spoken communication in English.

A small number of responses were more negative. Some students reported that they did not enjoy the activities or stated a preference for completing them in Estonian, which may indicate that the activities were perceived as too demanding for certain learners. Nevertheless, such responses were limited, and the overall trend in student feedback remained positive. Interestingly, a few students commented that they enjoyed the activities because “*then we don’t have to study.*” While this statement may appear dismissive of learning, it can be interpreted positively, as it suggests that students perceived the activities as enjoyable and engaging rather than as traditional, effortful study, despite the fact that learning was still taking place.

In terms of perceived learning benefits, responses to the statement “The activity helped me understand the grammar rule better and how/when this form is used” (Statement 6) were more consistently positive than in Cycle 1. In Activity 3 ($n = 25$), 18 students selected “rather agree” or “agree,” while 7 selected lower options. In Activity 4 ($n = 33$), 25 students responded positively, compared to 8 who expressed lower levels of agreement. Similarly, in Activity 5 ($n = 25$), 19 students selected the two higher categories, while 6 selected lower ones. Overall, the majority of students reported that the activities supported their understanding of how the target grammar is used, suggesting an improvement compared to the more varied responses observed in Cycle 1.

Teacher feedback was likewise generally positive. Teachers reported that they appreciated having access to additional materials that were clearly linked to both the unit topic and the target grammar point. This was considered particularly valuable, as teachers noted that the topics and grammar focus of the workbook do not consistently align.

However, teachers also identified some challenges, primarily related to students with lower levels of English proficiency. In schools where teachers worked with lower-proficiency groups, the activities occasionally required a higher level of support. In contrast, teachers reported few or no difficulties when implementing the activities with stronger groups.

Several teachers, as well as the researcher, observed that some students needed substantial teacher support to use the target grammatical structures accurately in spoken interaction, even though these learners had recently studied the grammar and demonstrated fewer difficulties in written exercises. This suggests that students may be less accustomed to using newly learned grammatical forms in spoken production, highlighting a potential gap between written and oral language use. These observations further indicate the importance of focused-grammar activities and also for differentiation to better support learners with varying proficiency levels.

Teachers also raised questions regarding the implementation of the activity “*Name Three*,” in which students race to produce three examples using the passive voice. While some teachers allowed the fastest student to respond orally, others adapted the activity by introducing physical objects (e.g. toys) that students had to grab in order to take a turn. These adaptations were reported to be effective and demonstrate that leaving certain procedural elements open to teacher interpretation can be beneficial, as it allows teachers to adjust activities according to their classroom context and available resources. Given the variability in classroom tools (e.g. reaction

buttons or other devices), maintaining flexible procedural guidelines appears to be a reasonable and practical design choice.

In terms of timing, the activities generally took approximately 20 minutes to complete, including teacher introduction and the provision of examples. As the intended duration for each activity was between 15 and 25 minutes, this suggests that the activities were appropriately timed and feasible within a typical lesson framework.

Cycle 3: Consolidated Activities (Activities 6–8)

Material Development

The third cycle focused on the development and implementation of the remaining three activities, which were designed using the revised structure and design principles established during Cycle 2. At this stage, no fundamentally new activity formats were introduced; instead, the emphasis was placed on consolidating previously identified pedagogical solutions and ensuring consistency across all materials. Activities 6–8 were therefore developed with clearly sequenced instructions, visual support, explicit activity aims for teachers, and comprehensive scaffolding in place from the outset.

Drawing on insights gained from earlier cycles, particular attention was paid to managing cognitive load and aligning each activity closely with learners' linguistic readiness. All activities were designed to follow prior presentation or revision of the target grammatical structures and included supportive features such as example sentences, word banks, and step-by-step activity procedures. This ensured that learners were able to focus on meaningful language use without being overwhelmed by activity demands or unfamiliar forms.

Feedback

During implementation, the activities functioned largely as intended, requiring only minor adjustments during classroom use. Teachers reported fewer issues related to instruction clarity or activity sequencing, and learners were able to engage with the activities more independently than in earlier cycles. A similar pattern was observed by the researcher, with students requiring less support and demonstrating greater familiarity with the activity format. Compared to the pilot stage, students demonstrated greater confidence in using the target grammatical forms and required less teacher intervention during activity completion.

In Cycle 3, responses to the statement “The activity helped me understand the grammar rule better and how/when this form is used” (Statement 6) showed a generally positive and more stable pattern than in previous cycles. In Activity 6 ($n = 33$), 25 students selected “rather agree” or “agree,” while 8 selected lower options. In Activity 7 ($n = 24$), 18 students responded positively, compared to 6 who expressed lower levels of agreement. In Activity 8 ($n = 12$), 9 students selected the two higher categories, while 3 selected the lower ones. Overall, the results indicate that most students perceived the activities as supportive of their understanding of grammar use; however, a small number of learners continued to experience difficulties, particularly in groups with lower proficiency levels.

Overall, Cycle 3 suggested that the revised design functioned more consistently in classroom practice. The final set of activities reflected a stable and pedagogically grounded format that balanced form-focused support with communicative practice. As a result, Activities 6–8 represent the final version of the focused grammar activities used in this study.

The three action research cycles described above are summarised in Table 7. The table provides an overview of the main focus of each cycle, the key modifications introduced, and the main issues and outcomes identified.

Table 7. Overview of the Action Research Cycles

Cycle	Activities	Focus of Development	Key Modifications	Key Issues and Outcomes
Cycle 1	Activities 1–2	Initial design and pilot testing	• First implementation of activities • Limited scaffolding • Instructions relatively brief	• High engagement • Instructional ambiguity • Cognitive overload • Difficulty using target grammar in spoken interaction
Cycle 2	Activities 3–5	Revision based on Cycle 1 findings	• Separate instructions for teachers and students • Added examples and word banks • Increased teacher guidance • Visual support introduced • Built-in scaffolding • Alignment with prior grammar instruction	• Greater clarity of procedures • Increased attempts to use target grammar • Continued reliance on teacher support • Differences between stronger and weaker learners
Cycle 3	Activities 6–8	Consolidation of revised design	• Consistent activity structure	• More independent activity completion • Increased frequency of target structure use • Persistent accuracy issues • Uneven participation across learner groups

2.6 Analysis of Findings

2.6.1 Teacher Observation

Classroom observation was conducted during the implementation of each activity using a structured teacher observation sheet. The instrument included checklist items and open-ended comment sections focusing on learner engagement, clarity of instructions, communicative

interaction, use of English, elicitation of the target grammatical structures, and timing of the activities.

The observation data reveal a clear developmental pattern across the three action research cycles. Although overall engagement was high during Cycle 1, teachers reported notable differences between the two pilot activities. Activity 1 (*Christmas Bluff*) proved more problematic. Several students hesitated when required to produce the target grammatical structures orally and some avoided passive constructions or reverted to simpler sentence patterns. Teachers commented that the activity created cognitive overload: students were expected to remember multiple sentences simultaneously, which led to confusion and reduced accuracy. Observation sheets frequently marked “Partly” in relation to elicitation of the target form and clarity of instructions. Teachers also noted that the activity required more examples, clearer step-by-step guidance, and additional modelling, particularly for weaker groups.

In contrast, Activity 2 (*Christmas Party Rules*) was evaluated more positively. Teachers reported fewer procedural difficulties and less confusion about activity expectations. While some hesitation in using the passive voice remained, the activity structure itself was considered manageable, and fewer issues related to cognitive load were recorded. This contrast between the two activities within Cycle 1 highlighted the importance of clear sequencing, manageable demands, and adequate scaffolding in supporting communicative grammar use.

In Cycle 2, following revisions to activity design, including clearer step-by-step instructions, visual support, example sentences, and word banks, observation ratings improved noticeably. Most checklist items were marked “Yes,” and overall comments were more positive. Teachers also provided more examples of successful use of the target structure, and fewer problems or recurring errors were reported. Teachers noted that students asked fewer procedural

questions and were more willing to attempt the target structures during pair and group work. While grammatical errors still occurred, the frequency of active attempts to use the target form increased. Under the overall comments and suggestions, there were still some remarks about improving instructions and occasional confusion about activity procedures, but these were less frequent than in Cycle 1.

By Cycle 3, the observation sheets reflected greater consistency across several checklist categories. Items such as “*activity aim and procedure were clear to students,*” “*Students used English during pair/group work,*” and “*The activity elicited the target grammar*” were more frequently marked “Yes” compared to earlier cycles. Teachers noted that students were more familiar with the focused-grammar activity format and generally “knew what to do” when beginning the activity. This increased procedural clarity reduced the need for repeated instructions and contributed to smoother activity implementation.

In relation to the item “*Students used the target grammar while communicating,*” teachers reported more spontaneous attempts to integrate the target structure into speech. Students appeared increasingly aware that the use of the specified grammatical form was necessary to complete the activity successfully. However, the checklist item “*All students participated in the activity*” was not consistently marked “Yes.” In several classes, stronger students tended to take a more active role, while weaker learners required prompting or relied on simpler constructions.

The open-ended sections of the observation sheet (“Observed Effects on Students’ Grammar Use”) included more examples of successful oral production of the target structure than in previous cycles. At the same time, teachers continued to record recurring errors, particularly related to form accuracy and sentence structure. Under “Overall Comments & Suggestions,”

remarks were generally more positive, though occasional notes highlighted the need for differentiation and continued modelling for lower-proficiency students.

Overall, the Cycle 3 observation data suggest increased familiarity with the activity structure, improved communicative engagement, and more frequent attempts to use the target grammar. Nevertheless, the observation sheets also indicate that sustained support and scaffolding remain necessary to ensure consistent participation and grammatical accuracy across all learners.

2.6.2 Student Questionnaires

The second data collection method was a Student Self-Assessment Questionnaire administered after each activity in order to gather learners' reflections on the focused-grammar activities. Table 8 presents the number of classes involved in each activity as well as the number of students who completed the questionnaire following its implementation.

Table 8. Number of respondents

Activity	Cycle	Classes involved	Number of respondents
1	1	3 (T1, T2, T3)	34
2	1	3 (T1, T2, T3)	29
3	2	3 (T1, T4)	25
4	2	2 (T1, T2, T4)	33
5	2	2 (T1, T4)	25
6	3	3 (T1, T2, T4)	33
7	3	2 (T1, T4)	24
8	3	1 (T1)	12

The number of respondents varies across activities because not all teachers implemented every activity, and class sizes differed between participating groups (see Table 4). Teacher 1 piloted all eight activities, whereas the remaining teachers implemented selected activities only. Differences in response numbers within and across cycles are also attributable to student absence on the days when specific activities were carried out and the questionnaires administered.

A Likert scale was used to measure students' perceptions of the focused-grammar activities. The questionnaire consisted of six statements, which students evaluated using a four-point agreement scale (1 = strongly disagree, 2 = rather disagree, 3 = rather agree, 4 = agree). The statements were originally presented in Estonian to ensure clarity and full comprehension for the students.

The questionnaire items focused on students' perceptions of activity clarity, learner engagement, level of difficulty, communicative language use, use of target grammar, and perceived contribution to grammatical understanding. In addition, students were invited to provide open-ended comments about the activities. The full questionnaire is presented in Appendix 3.

Student questionnaire responses reveal a generally positive perception of the focused-grammar activities; however, the results also indicate variation across cycles and learner groups. Across all three action research cycles, students consistently evaluated the activities as interesting and engaging. The majority selected either "rather agree" (3) or "agree" (4), and this pattern remained stable throughout the study. This consistency suggests that the focused-grammar activities were perceived as motivating from the outset. The interactive format, pair and group work, and game-like elements appear to have contributed to sustained engagement, regardless of revisions made across cycles.

Perceptions of instruction clarity, however, changed noticeably over time. In Cycle 1, a considerable number of students selected "rather disagree" (2) in response to the statement "*I understood the instructions of the activity.*" This aligns with teacher observations indicating confusion and the need for clearer guidance during the first pilot activity. In Cycles 2 and 3, responses shifted toward "agree" (4), indicating that the revisions, particularly clearer instructions and added examples, had a measurable positive effect on student comprehension.

A similar developmental trend is visible in responses concerning activity difficulty (*“The activity was of an appropriate level of difficulty.”*). In Cycle 1, responses clustered around “rather disagree” (2), suggesting that students perceived the activities as somewhat challenging or unclear. By Cycle 3, the majority selected “agree” (4), indicating that the adjusted activity design and scaffolding contributed to a more appropriate cognitive load.

In contrast, responses to the statement *“I needed to use English to communicate while doing this activity”* were consistently positive across all cycles, with most students selecting 3 or 4. This suggests that the communicative demand of the activities was evident from the beginning and remained stable. Similarly, students across all cycles reported that they needed to use the grammar currently being studied, with most responses falling in the 3–4 range. This indicates that the activities successfully maintained a focus on the target structure.

Perceived learning benefit showed more variation. In Cycle 1, responses to the statement *“This activity helped me better understand how to use the target grammar.”* were distributed across the full scale, with some students selecting 1 and others 4. Based on learners’ comments in the student questionnaire, lower ratings may have reflected continuing difficulties with the target grammar or initial confusion about the activity. This variation suggests that the first implementations did not equally support all learners. In Cycle 2, responses stabilised around “rather agree” (3), indicating moderate perceived learning gains. By Cycle 3, most students selected either 3 or 4, suggesting increased confidence in the usefulness of the activities for understanding grammar.

Overall, the questionnaire findings indicate that engagement and communicative interaction were strong from the beginning, while perceptions of clarity, difficulty, and learning

benefit improved progressively across cycles. This pattern reflects the impact of iterative revisions and supports the effectiveness of refining activity design based on classroom feedback.

2.6.3 Teacher Interviews

Semi-structured interviews were conducted with the participating teachers in order to gain deeper insight into their experiences of implementing the focused-grammar activities. The interviews addressed issues related to form–meaning integration, usability and practicality, student engagement, and observable effects on communicative grammar use (see Appendix 4). The analysis followed principles of qualitative content analysis, in which meaning units were identified, coded, and grouped into broader categories. The analysis revealed both shared perspectives and differing viewpoints across teachers.

Design and Form–Meaning Integration (RQ1)

The first research question examined how focused-grammar activities can be designed to integrate grammatical form and meaning while fitting the thematic and structural progression of *I Love English 5*. During the analysis, four main categories emerged: naturalness of grammar use, meaningful communication, alignment with textbook content, and contextual factors influencing grammar use.

The first category, naturalness of grammar use, refers to whether the activities encouraged students to use the target grammatical structure as a natural part of completing the activity. Teachers' views on this aspect were somewhat divided. Some teachers felt that although the activities encouraged communication, students were still able to complete them using alternative grammatical constructions. As one teacher explained, “they could use any construction that they wanted,” suggesting that the communicative goal of the activity did not always guarantee the consistent use of the intended grammar form. Similarly, another teacher noted that during the

activity they often had to remind learners explicitly: “I had to remind them all the time that they need to use passive here.” These comments indicate that in some cases the communicative objective alone was not sufficient to ensure that learners would spontaneously select the target grammatical structure.

At the same time, teachers evaluated the integration of form and meaning more positively. The second category, meaningful communication, reflects teachers’ perception that the activities created situations where students had to think about how to express meaning using the target grammar during interaction. Teachers emphasised that unlike workbook exercises, the activities required learners to produce language in real time while communicating with peers. One teacher explained that “they had to really think how to say it in English while talking,” which made the grammar practice feel more authentic. Another teacher commented that the activities allowed students to “finally use the grammar they had only written before,” referring to the shift from controlled written practice to spoken communication. In these cases, teachers felt that the grammar focus did not appear artificially imposed but instead became meaningful within the communicative context of the activity.

The third category, alignment with textbook content, refers to how well the activities fit the thematic and grammatical progression of *I Love English 5*. All teachers highlighted this aspect as a major strength of the materials. They reported that the activities corresponded closely with the grammar points presented in the units and supported the thematic topics already introduced in the coursebook. One teacher explained that “the activity felt like part of the unit, not something extra,” while another noted that “the grammar and the topic matched very well, so it was easy to include it in the lesson.” This alignment was considered particularly important because it allowed the activities to be implemented without disrupting the established syllabus or lesson sequence.

The fourth category, contextual factors influencing grammar use, highlights that the extent to which grammar emerged naturally during communication depended on classroom conditions. Teachers noted that group dynamics, student proficiency levels, and the amount of teacher guidance affected how consistently the target structures were used. In some classes students quickly adopted the required forms, while in others teachers needed to intervene more frequently. As one teacher reflected, “it depended a lot on the group – stronger students used the passive quite naturally, but weaker groups needed more reminders.”

Overall, the interviews indicate that the activity design generally supported the integration of form and meaning, but successful implementation depended on the interaction between activity design, student proficiency, and teacher facilitation.

Usability and Practicality (RQ2)

The second research question examined how teachers evaluated the usability, practicality, and pedagogical value of the focused-grammar activities after piloting them. Four main categories were identified: initial preparation demands, reusability of materials, lesson manageability, and perceived pedagogical value.

The first category, initial preparation demands, refers to the time investment required during the first implementation of the activities. Two teachers mentioned that preparing the activities initially required additional effort. They needed to read the instructions carefully, print the materials, and during the piloting stage, distribute student questionnaires and complete teacher observation sheets. One teacher described this process as “a bit time-consuming at first,” particularly because they wanted to ensure that the activities were implemented correctly.

The second category, reusability of materials, reflects teachers’ perception that the activities would become easier to use in the future. Teachers emphasised that once they had

familiarised themselves with the activity format, the materials could be reused in subsequent years with minimal preparation. One teacher noted, “If I do them again next year, then it’s easier and I can use them again and again.”

The third category, lesson manageability, relates to how well the activities functioned within normal lesson constraints. Teachers generally reported that the activities were manageable within the timeframe of a typical lesson. However, some activities occasionally took longer than expected, particularly in groups where additional modelling or clarification was required. Teachers noted that explaining the rules clearly and giving examples was essential for successful implementation.

The fourth category, perceived pedagogical value, highlights teachers’ positive evaluation of the materials as supportive teaching resources. Two teachers emphasised that having pre-designed activities helped structure their lessons and reduced the need for extensive lesson planning. One teacher commented: “Now I don’t have to plan my lessons so much because I have half of it covered with a really useful activity, and that is great.”

Student Engagement and Perception (RQ3)

The third research question explored how students perceived the focused-grammar activities in terms of engagement, clarity, and usefulness, as observed by teachers. Three main categories emerged: student engagement, instruction-following behaviour, and differences between learner groups.

The first category, student engagement, reflects teachers’ observations that the activities generated high levels of student participation. Compared with traditional workbook grammar exercises, the communicative and interactive format of the activities appeared to increase students’ motivation. Teachers frequently mentioned that students enjoyed working in pairs or groups and

were more willing to speak during these activities. This increased engagement was also reflected in students' reactions, as one teacher noted, *"My students asked if we could play this game again next lesson."*

The second category, instruction-following, refers to a recurring classroom phenomenon that teachers described as "learned helplessness." Teachers observed that some students were reluctant to read instructions independently and instead repeatedly asked the teacher for clarification, even when instructions were clearly written. In addition, teachers noted that during explanation phases some students appeared distracted, which later contributed to confusion during the activity. Teachers emphasised that this behaviour was not specific to the focused-grammar activities but rather reflected broader classroom habits. Nevertheless, it influenced how smoothly the activities could be implemented. One teacher also mentioned that certain instructions were intentionally left open to allow teachers to adapt the activity to their classroom context. For example, when an activity involved speed, teachers needed to decide how to determine the fastest student without creating noise or disorder. As one teacher explained, *"I think it's logical that you can't tell everything in the instructions. I used toys so that the fastest student would grab the toy, but maybe another teacher has a better idea or other objects in the classroom."*

The third category, differences between learner groups, highlights variation in how students responded to the activities. Teachers consistently reported that stronger students adapted quickly to the communicative format and actively participated in discussions. Weaker learners, however, often required more support and prompting. As one teacher explained, *"the stronger students started talking immediately, but the weaker ones needed more help to form their sentences."*

Use of the target grammar structures during focused-grammar activities (RQ4)

The fourth research question examined students' use of the target grammar structures during communicative activities. The analysis focused on how learners engaged with the target forms in interaction, and five categories emerged: visibility of the written–oral gap, increased attempts to use target grammar, persistent grammatical difficulties, differences between proficiency levels, and conditions for effective implementation.

The first category, visibility of the written–oral gap, refers to teachers' observation that the activities revealed a difference between students' written and spoken grammatical performance. Several teachers reported that students initially believed they had mastered the passive voice because they could complete workbook exercises successfully. However, when required to use the same structure spontaneously in spoken interaction, many students struggled. One teacher explained that “the students were shocked at first,” because they realised that producing the structure orally was much more demanding than completing written exercises.

The second category, increased attempts to use target grammar, reflects teachers' observation that students gradually began to experiment more with the target structures during communication. In Cycle 1, the activities focused on a range of passive constructions, including present and past passive forms, passive questions, and modal passives (e.g., *was made*, *was written*, *must be prepared*). In Cycle 2, this focus was extended to include present perfect passive forms and the definite article *the*. In Cycle 3, the grammatical focus shifted to verb patterns (e.g., *agree*, *promise*, *offer*, *recommend*, *suggest* + gerund or infinitive) as well as the past perfect.

Teachers reported that students increasingly attempted to use the target structures during pair and group work, particularly in Cycles 2 and 3. However, the extent to which students used the target grammar appeared to vary depending on the structure itself. More complex or less

familiar forms, such as passive questions or present perfect passives, often resulted in hesitation or avoidance, whereas structures that students had practised more extensively or found more transparent were used more readily. This suggests that the difficulty of the grammatical structure may have influenced learners' willingness and ability to use it during spontaneous interaction.

At the same time, although the linguistic and cognitive demands of the activities varied across cycles, students became increasingly familiar with the activity format itself. This growing familiarity appeared to reduce procedural uncertainty and contributed to more active participation, as learners were able to focus more on language use rather than on understanding task requirements. Teachers provided examples of learners producing target forms during discussion, although grammatical accuracy was not always consistent. Compared with workbook exercises, oral production was described as less controlled but more communicative in nature.

The third category, persistent grammatical difficulties, summarises teachers' observations that some learners continued to struggle with the target grammar during communicative activities. Teachers noted that errors frequently occurred in sentence structure and verb forms. However, these errors were often interpreted as a natural part of the learning process rather than a failure of the activities themselves.

The fourth category, differences between proficiency levels, highlights variation in how different learners benefited from the activities. Teachers reported that stronger students appeared to benefit most clearly from the communicative format. They engaged actively in discussions, experimented with language, and seemed to enjoy the interactive nature of the activities. However, one teacher noted uncertainty about whether all students' grammatical competence had improved, stating that "it is difficult to say if everyone actually learned the grammar better."

The fifth category, conditions for effective implementation, refers to factors that teachers considered important for successful communicative grammar practice. Teachers emphasised the need for prior revision of the grammar structure, clear modelling of the activity procedures, and additional scaffolding for weaker learners. One teacher suggested that although the activities were “fun to do,” they might work more effectively with advanced learners unless differentiation strategies were introduced.

Overall, the interviews indicate that the focused-grammar activities created opportunities for students to use the target structures during spoken interaction. Students were observed attempting to use the target grammar more actively, although accuracy remained inconsistent. At the same time, teachers reported that not all learners used the target structures consistently, and that some required additional support during communicative activities.

2.7 Discussion of Findings

The aim of this study was to design and pilot a set of focused-grammar activities to supplement the *I Love English 5* course set and to explore how such activities function in classroom practice. Using a three-cycle action research approach, the study examined how focused-grammar activities can integrate form and meaning within a textbook-based syllabus, how teachers evaluate their usability and pedagogical value, how students perceive them, and how students use the target grammar structures during focused-grammar activities.

Design and Form–Meaning Integration (RQ1)

The first research question examined how focused-grammar activities can be designed to integrate grammatical form and communicative meaning while fitting the thematic and structural progression of *I Love English 5*. The findings suggest that integration is most successful when the

target grammatical structure is embedded in the communicative goal of the activity and closely aligned with the thematic content of the coursebook. Teachers reported that learners needed to consider how to express meaning using the target grammar in order to complete the activity successfully. This indicates that the grammatical structure was not treated as an isolated rule but functioned as a resource for achieving a communicative objective.

One possible explanation for this outcome is that the communicative purpose of the activities increased the functional relevance of the grammatical form. When a grammatical structure is necessary for completing a communicative activity, learners are more likely to notice and attempt to use it during interaction. This observation aligns with Ellis's (2003) argument that focused communicative activities can promote attention to form within meaning-focused communication. Similarly, Larsen-Freeman (2015) emphasises that grammar learning is most effective when learners engage with form, meaning, and use simultaneously rather than practising rules in isolation. In this sense, the activity design appears to have created conditions that encouraged learners to process grammatical structures within meaningful interaction.

At the same time, the findings also suggest that activity design alone cannot fully determine the linguistic forms learners choose to use during communication. In several cases, students relied on alternative constructions rather than consistently producing the target grammar. This behaviour may reflect a common characteristic of communicative interaction: learners tend to prioritise successful meaning negotiation over grammatical accuracy. When alternative forms allow learners to achieve the communicative goal more easily, they may prefer these forms because they require less cognitive effort. This observation supports Ellis's (2003) view that communicative activities can increase the likelihood that a particular form will emerge but cannot guarantee its consistent use.

The findings therefore suggest that successful integration of form and meaning depends not only on the design of the activity but also on contextual factors such as learner proficiency and teacher facilitation. Teachers reported that prior revision of the grammatical structure, clear modelling of the activity procedures, and occasional reminders to use the target form helped increase the frequency of target grammar use during interaction. This highlights that communicative grammar activities function most effectively when they are embedded within a broader instructional sequence that combines explicit instruction, guided practice, and communicative application.

Another important aspect of the activity design was the alignment with the coursebook. Because the activities followed the thematic progression and grammatical focus of *I Love English 5*, teachers were able to incorporate them into their lessons without disrupting the established syllabus. This suggests that communicative grammar activities may be particularly effective as supplementary materials when they are closely connected to the coursebook content and support the existing learning sequence. In this way, focused-grammar activities can function as a bridge between the form-focused exercises typically found in coursebooks and opportunities for communicative language use.

Usability and Practicality (RQ2)

The second research question explored how teachers evaluated the usability, practicality, and pedagogical value of the focused-grammar activities after piloting them in their classrooms. Overall, teachers evaluated the activities positively and described them as useful teaching resources that could be integrated into their lessons without major organisational difficulties. However, their evaluations also revealed an important distinction between the initial implementation of the activities and their potential long-term usability.

Teachers reported that the first implementation required some additional preparation, particularly because they needed to familiarise themselves with the activity instructions and prepare the materials. This initial preparation stage may be interpreted as a natural consequence of introducing new teaching materials into established classroom routines. Teachers often need time to understand how new activities function and how they fit within their lesson structure. However, once the teachers had implemented the activities, they emphasised that the materials could easily be reused in subsequent lessons or in future school years. This suggests that although communicative grammar activities may require some initial investment of preparation time, they may ultimately reduce teachers' planning workload by providing ready-made instructional resources.

From a pedagogical perspective, teachers also emphasised that the activities addressed a gap in the existing coursebook materials. According to their observations, the grammar exercises in the workbook primarily focused on controlled practice, such as sentence completion or transformation activities. While such exercises can support the development of grammatical accuracy, they rarely require learners to use the target structures in communicative interaction. The supplementary activities therefore provided an additional stage of practice in which learners could apply the grammatical forms they had studied in a more interactive context. This suggests that the activities functioned as a bridge between accuracy-focused grammar exercises and communicative language use.

The teachers' responses also highlight the practical value of having pre-designed activities that align with the coursebook syllabus. When supplementary activities correspond closely to the unit themes and grammatical structures of the textbook, teachers can integrate them into their lessons without significantly modifying their teaching plans. This finding supports Howard and

Major's (2005) argument that effective teaching materials should be both pedagogically sound and practically manageable for teachers.

The development process of the activities further illustrates the potential value of action research in materials design. Through the three cycles of planning, implementation, observation, and revision, the activities were gradually refined based on classroom feedback. This iterative process allowed the materials to be adjusted in response to practical classroom realities, such as instruction clarity, cognitive load, and timing. In this sense, the study provides an example of how teacher-led inquiry can contribute to the development of teaching materials that are better adapted to specific classroom contexts (Burns 2010; Edwards & Burns 2016).

Student Engagement and Perception (RQ3)

The third research question examined how students perceived the focused-grammar activities in terms of engagement, clarity, and usefulness. Both teacher observations and student questionnaire responses indicate that the activities generally increased learner engagement compared with traditional workbook grammar exercises. Students appeared more willing to participate in pair and group discussions, and teachers frequently reported high levels of classroom interaction during the activities.

One possible explanation for this increased engagement is the interactive structure of the activities. Unlike traditional grammar exercises, which are typically completed individually and focus primarily on form accuracy, the focused-grammar activities required learners to exchange information, negotiate meaning, and collaborate with peers in order to complete the activity. Such interactional demands are central to communicative language teaching and have been shown to promote learner involvement and language production (Nunan 2004; Harmer 2007). When

grammar is embedded within communicative activities, learners may perceive the activity as more meaningful and motivating than isolated rule practice.

However, the findings also revealed certain challenges related to activity comprehension and classroom behaviour. Teachers observed that some students relied heavily on teacher guidance rather than independently reading the activity instructions. This behaviour, which teachers described as a form of “learned helplessness,” reflects broader classroom learning habits rather than problems specific to the designed activities. In many classroom contexts, students become accustomed to receiving instructions verbally from the teacher rather than interpreting written instructions independently. As a result, even clearly written instructions may require additional explanation in order to ensure that all students understand the activity.

The findings also highlight differences in how learners with varying proficiency levels responded to the activities. Teachers consistently reported that stronger students adapted quickly to the communicative format and were eager to participate in discussions. In contrast, weaker learners often required additional support in order to produce the target grammatical structures during interaction. This difference may be explained by the cognitive demands of communicative activities. Learners must simultaneously manage grammar, vocabulary, and interactional processes, which may place a heavier cognitive load on students with more limited linguistic resources.

These observations suggest that communicative grammar activities may benefit from additional scaffolding, particularly for lower-proficiency learners. Support mechanisms such as example sentences, word banks, and structured prompts can help reduce cognitive load and make the activities more accessible. At the same time, the generally positive responses from both teachers and students suggest that focused-grammar activities can create an engaging learning

environment in which learners are encouraged to experiment with language and participate more actively in classroom communication.

Use of the target grammar structures during focused-grammar activities (RQ4)

The fourth research question examined how students used the target grammar structures during focused-grammar activities. Although the activities did not lead to immediate gains in grammatical accuracy, they appeared to influence students' communicative use of grammar. In particular, students demonstrated increased frequency of target structure use, greater willingness to attempt the forms during interaction, and more spontaneous production over time, even when accuracy remained inconsistent.

At the same time, the findings revealed a clear gap between controlled written performance and spoken use, which supports previous research (Ur 2012; 2024), which suggests that learners who perform well in controlled grammar exercises may still struggle to use the same structures in real-time communication. While many learners were able to complete workbook exercises successfully, teachers observed that students initially struggled to produce the target structures orally during communicative activities.

One possible explanation for this discrepancy lies in the different cognitive demands of controlled exercises and spontaneous interaction. In written grammar exercises, learners can rely on explicit knowledge of grammatical rules and have time to reflect on their responses. In contrast, communicative interaction requires learners to access linguistic forms rapidly while simultaneously focusing on meaning and maintaining the flow of conversation. Under such conditions, learners may prioritise conveying meaning rather than producing grammatically accurate forms. This observation supports Ur's (2012; 2024) argument that learners who

demonstrate grammatical knowledge in controlled practice may still struggle to use the same structures fluently in real-time communication.

In addition, the activities appeared to encourage learners to experiment more actively with the target grammatical structures during interaction. Teachers reported that students increasingly attempted to use the passive voice in pair and group discussions, particularly in the later stages of the action research cycles. This development may reflect the cumulative effect of repeated exposure and opportunities for meaningful use. As learners became more familiar with both the grammatical structure and the activity format, they appeared more willing to attempt the target forms, even when their production was not fully accurate. Such experimentation with language forms can be viewed as a positive indicator of developing communicative competence, as it suggests that learners are beginning to integrate grammatical knowledge into their active language use.

However, the findings also suggest that communicative activities alone may not be sufficient to ensure consistent grammatical accuracy. Persistent errors were observed, particularly among lower-proficiency learners. These difficulties may reflect the cognitive load involved in simultaneously managing grammar, vocabulary, and interactional demands during communication. For learners with limited linguistic resources, the communicative activity itself may require most of their attentional capacity, leaving fewer cognitive resources available for monitoring grammatical accuracy. This interpretation highlights the importance of scaffolding in communicative grammar activities, particularly for learners with lower levels of proficiency.

Pedagogical implications, limitations and future research

Overall, the findings of this study suggest that focused-grammar activities can offer a practical way to integrate communicative grammar practice into textbook-based EFL instruction.

When carefully designed and supported with appropriate scaffolding, such activities provide opportunities for learners to use grammatical structures during meaningful interaction while complementing the accuracy-oriented exercises typically found in coursebooks.

The results indicate that these activities may help bridge the gap between controlled grammar practice and spontaneous language use. Instead of producing fully accurate forms immediately, learners appeared to go through a stage in which they began experimenting with the target structures during communication. This process may represent an important step in the development of communicative grammatical competence. However, the findings also suggest that communicative practice alone is not sufficient to ensure grammatical accuracy. Effective implementation therefore requires explicit instruction, modelling, and continued guided practice.

Several limitations of the present study should be acknowledged. First, the study was conducted with a relatively small number of teachers and learner groups within a specific educational context, which limits the generalisability of the findings to other EFL settings. Second, the intervention took place over a relatively short period, making it difficult to evaluate the long-term effects of the activities on learners' grammatical development. In addition, much of the data relied on teacher observations, interviews, and student questionnaires rather than objective measures of language development.

A further limitation relates to the selection and sequencing of the target grammatical structures. The activities across the three cycles did not follow a clearly controlled progression in terms of grammatical complexity. As a result, some structures introduced in earlier cycles (e.g., passive forms and modal passives) may have been more demanding than those addressed in later cycles (e.g., certain verb patterns), which could have influenced learners' performance and the comparability of results across cycles. The primary aim of the study was not to sequence grammar

from simpler to more complex forms but to address gaps in communicative practice identified in the course materials. However, the variation in structural difficulty may have affected the extent to which learners were able to engage with and use the target grammar in different cycles.

As the researcher also designed and implemented the activities, there is a potential for bias in both the development and evaluation stages. In particular, the researcher did not approach the materials with the same level of distance as the participating teachers, which may have limited insight into how clearly the instructions functioned for first-time users. In addition, the researcher may have been more invested in the success of the activities and spent more time preparing and implementing them than would typically be feasible in everyday classroom practice. Although efforts were made to triangulate the data through multiple sources, complete objectivity cannot be guaranteed. Finally, differences in classroom contexts and implementation across teachers may have influenced how the activities functioned in practice.

Future research could extend this work in several ways. One possible direction would be to examine learners' perspectives in greater depth, for example, through student interviews or classroom recordings of interaction. Another area for investigation would be the long-term effects of focused-grammar activities on learners' grammatical accuracy and communicative competence. Further studies could also explore how such activities function with different age groups, proficiency levels, or educational contexts. In addition, comparative research could investigate how communicative grammar activities influence learning outcomes in comparison with more traditional forms of grammar instruction.

CONCLUSION

Focused-grammar activities have been recognised as a way to support the integration of grammatical form and meaningful communication in language teaching. Unlike traditional grammar exercises, they aim to create conditions in which learners use target structures while engaging in purposeful interaction. As noted by Ellis (2003) and Larsen-Freeman (2015), such activities can help bridge the gap between explicit knowledge and communicative use, which remains a key challenge in many EFL classrooms.

The present thesis focused on addressing this issue within a specific context by designing and piloting focused-grammar activities to supplement *I Love English 5*, a widely used coursebook in Estonian schools. The activities were developed and implemented through an action research approach, allowing for iterative refinement based on classroom experience. Four research questions were formulated:

1. How can focused-grammar activities be designed to integrate form and meaning while fitting the thematic and structural progression of *I Love English 5*?
2. How do teachers evaluate the usability, practicality, and pedagogical value of the focused-grammar activities after piloting them?
3. How do students perceive the focused-grammar activities in terms of engagement, clarity, and usefulness for practising the target grammar?
4. How do students use the target grammar structures during focused-grammar activities?

To address these questions, a triangulated data collection approach was employed, combining teacher observation sheets, student questionnaires, and semi-structured teacher interviews. The findings suggest that focused-grammar activities can support the integration of form and meaning when they are clearly structured, appropriately scaffolded, and aligned with

both the coursebook content and learners' proficiency levels. At the same time, the results indicate that activity design alone does not guarantee consistent use of the target grammar, as learner proficiency and teacher guidance play an important role.

Teachers evaluated the activities as generally practical and pedagogically valuable. They highlighted the benefit of having ready-made materials that could be integrated into the existing syllabus without requiring major changes to lesson planning. Although the initial implementation required some preparation, the materials were considered reusable and adaptable for future use. This suggests that focused-grammar activities can provide a feasible way to extend coursebook-based instruction.

Student responses were largely positive. The activities were perceived as engaging and interactive, and they appeared to increase participation compared to traditional workbook exercises. Students particularly valued opportunities for pair and group work, which supported communication in English. However, differences between stronger and weaker learners were evident, with lower-proficiency students requiring additional support and scaffolding to participate fully.

In terms of language use, the activities encouraged more frequent and spontaneous attempts to use the target grammatical structures during interaction. At the same time, the findings revealed a clear gap between students' written performance and their ability to use grammar in spoken communication. While many students were able to complete controlled exercises successfully, they initially experienced difficulty producing the same structures in real-time interaction. Over time, however, students became more willing to experiment with the target forms, even when accuracy remained inconsistent.

Several challenges emerged during the implementation process. These included initial difficulties with understanding activity instructions, cognitive overload in more complex activities, and uneven participation among learners. For the author, the main challenges involved anticipating classroom dynamics and providing sufficient scaffolding. The action research process required continuous reflection and adjustment, highlighting the importance of flexibility in materials design and classroom implementation.

The significance of this thesis lies in its practical demonstration of how focused-grammar activities can be integrated into an existing coursebook-based syllabus. The study shows that such activities can help create opportunities for communicative grammar use without replacing traditional materials. Instead, they function as a complementary component that supports the transition from controlled practice to more spontaneous language use.

Overall, the findings suggest that focused-grammar activities offer a viable approach to enhancing communicative grammar teaching in EFL classrooms. However, their effectiveness depends not only on activity design but also on careful implementation, including clear instructions, appropriate scaffolding, and responsiveness to learners' needs. In this respect, the role of the teacher remains central in ensuring that such activities contribute meaningfully to language learning.

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APPENDICES

Appendix 1. The set of focused-grammar activities

Action Research 1st Cycle

Activity 1.

Category	Description
Unit	<i>Unit 8 - Christmas</i>
Activity Title	<i>Christmas Bluff</i>
Target Grammar	Passive voice (present simple, past simple) and passive questions
Pedagogical Need	Unit 8 introduces the passive voice, but learners only identify passive forms or complete controlled workbook exercises. No activity requires learners to <i>use</i> the passive communicatively. Existing practice is limited, decontextualised, and not linked meaningfully to the Christmas theme. A focused activity is needed to integrate passive forms with meaningful communication.
Activity Type	Information-gap + bluff activity
Learner Instructions / Procedure	• Students work in groups. • Each group receives 5 true passive sentences about Christmas. • Groups read and discuss the sentences. • They then change <i>one detail</i> in each sentence to make it false. • Bluff round: groups read their modified sentences aloud. • Other groups ask clarification questions (using passive forms) and try to identify the false detail • Every student must speak at least once.
Communicative Features	• Clear goal: detect the altered information. • Learners ask and answer questions, negotiate meaning, and justify guesses. • Focus on meaning (finding the bluff) rather than rules.
Focused Grammar Features	• Passive forms are essential because all original statements are in the passive. • Activity demands repeated use of passive questions and statements. • Grammar is processed <i>while communicating</i>, not in isolation.
Outcome / Product	Identification and correction of the false statements; justification of choices using passive.
Role in PPP	Freer practice/production stage (students move from controlled practice to meaningful use).
Materials	Christmas Bluff sentence cards for each team A-D • Scissors for cutting sentence strips. • Envelopes (or other) to keep team sets separate.

Christmas Bluff: 4-Part Table (Ready to Cut)

TEAM A	TEAM B	TEAM C	TEAM D
1. Christmas cards were first printed in London in 1843.	1. The first artificial Christmas tree was made in Germany from goose feathers.	1. Reindeer are used to pull Santa's sleigh.	1. Christmas pudding is served with brandy sauce in the UK.
2. The song <i>Jingle Bells</i> was written for Thanksgiving, not Christmas.	2. Candy canes are produced in different colors, but the traditional one is red and white.	2. Stockings are hung by the fireplace for Santa to fill.	2. The first Christmas tree was brought to England by Prince Albert.
3. Christmas trees are decorated with lights and ornaments.	3. The name "Santa Claus" was inspired by Saint Nicholas.	3. The story - <i>A Christmas Carol</i> was written by Charles Dickens.	3. Gifts are exchanged on Christmas Eve in many European countries.
4. The first Christmas stamp was issued in Canada in 1898.	4. Christmas crackers were invented in England in the 19th century.	4. Gingerbread houses are made during Christmas in Germany.	4. The word "Xmas" is used as a short form of "Christmas."
5. Turkey is eaten in many countries on Christmas Day.	5. Most Christmas lights are manufactured in China.	5. The first electric Christmas lights were invented by Thomas Edison's assistant.	5. The song <i>Silent Night</i> was composed in Austria.

Activity 2.

Category	Description
Unit	<i>Unit 8 - Christmas</i>
Activity Title	<i>Christmas Party Rules</i>
Target Grammar	Modal passives (e.g., <i>must be prepared</i> , <i>should be done</i> , <i>can be made</i> , <i>will be shown</i>)
Pedagogical Need	Modal passives receive almost no communicative attention in the unit—only one controlled workbook exercise is provided. Students are not given opportunities to use modal passives in realistic contexts (e.g., rules, obligations, instructions). A focused activity is needed to provide contextualised, meaningful practice relevant to Christmas preparations.
Activity Type	Collaborative decision-making activity
Learner Instructions / Procedure	• Students work in small groups as the “Christmas Party Organising Team.” • Groups negotiate which rules are necessary for the school party. • All rules must be written using modal passives. • Groups present their final list to the class. • Weaker students can be provided with ideas such as food, decorations, costumes, invitations, tidying, safety, etc. • each student must write/propose at least one party rule
Communicative Features	• Clear real-world goal: create event rules. • Requires negotiation, justification, and agreement. • End product: collectively decided rules.
Focused Grammar Features	• Modal passives are <i>functionally required</i> to express rules and obligations. • Grammar supports meaning rather than being imposed artificially. • Repetition occurs naturally through negotiation and drafting.
Outcome / Product	A collaboratively produced list of Christmas party rules written in modal passive form.
Role in PPP	Freer practice/production stage (students apply modal passives to express real-life needs).
Materials	Christmas party rules worksheet Alternatives: Digital Collaboration Space (e.g., Padlet, shared Google Doc); Students’ Notebooks

Christmas party rules

**Additional material for
I Love English 5 set**

Focused-grammar activities

Level: A2-B1

BY: Helina Kitsing

ABOUT THIS MATERIAL

WHY WAS IT CREATED?

The activity set was created to address a pedagogical gap identified in I Love English 5, where grammar instruction is largely limited to form-focused, written exercises and is not systematically followed by communicative practice. Although students are introduced to grammatical structures, they are given almost no opportunities to use them meaningfully in spoken interaction. The focused-grammar activity set was therefore designed to supplement the existing course materials by providing structured, communicative activities that encourage learners to apply target grammar forms in context, supporting the transition from controlled practice to communicative use.

WHO IS IT INTENDED FOR?

The activity set is intended primarily for Year 7 learners of English as a Foreign Language using I Love English 5 in Estonian basic schools. It is also designed for EFL teachers who wish to enrich their grammar teaching with communicative, ready-to-use supplementary materials that align with the textbook syllabus and the principles of the Estonian National Curriculum and the CEFR.

WHAT DOES IT INCLUDE?

The set consists of six focused-grammar activities, each targeting a specific grammatical structure introduced in I Love English 5. Each activity includes:

- Activity material
- Instructions for the students
- Aim and instructions for the teacher
- Rationale for the activity: why and when to use it?
- Some activities include: key for the teacher and language toolboxes.

Together, the activities provide meaningful spoken practice, promote learner engagement, and support the integration of grammatical accuracy with communicative fluency.

TABLE OF CONTENTS

Page numbers	Activity	ILE 5 UNIT
4-7	Name three	Unit 9 -entertainment
8-12	Trip To London: Status Report	Unit 11- London
13-19	At the Travel Agent's	Unit 11 -London
20-23	Horoscope of the Week	Unit 12 -Superstitions
24-27	At the Airport	Unit 13 - Big Wheel
28-32	Grammar Auction: Travelling to London & Past Perfect	Unit 13 - Big Wheel

ACTIVITY 3

STUDENT

Name three books that _____ (make) into films.	Name three singers or musicians who _____ (born) in the UK.	Name three activities that _____ (can do) alone.
Name three apps or programs that _____ (install) on your device for entertainment.	Name three sportspeople _____ (born) in Estonia.	Name three songs that _____ (play) on the radio right now.
Name three activities that _____ (can't do) alone.	Name three things that _____ (make) as merchandise for artists or brands.	Name three festivals that _____ (celebrate) with music or performances.
Name three popular TV shows that _____ (watch) in your country.	Name three films that _____ (show) in cinemas this year.	Name three actors that _____ (know) from popular movies.
Name three foods that _____ (eat) while watching TV.	Name three sports that _____ (play) in teams.	Name three TV shows or movies that _____ (film) in your country.

ACTIVITY 3

NAME THREE

STUDENT instructions

- Work in small groups of three to four students.
- Each group receives a set of cards.
- Take turns choosing a card and complete the sentence using the correct passive form of the verb in brackets. Read the completed sentence aloud.
- The rest of the group races to name three correct items that fit the category.
- The first student to answer correctly keeps the card.
- The student with the most cards at the end of the activity is the winner.

Name three
books that

(make) into films.



**Name three books that
are/were made into films.**

Possible answers: 3 books
that are/were made into
films are: Harry Potter, The
Lord of the Rings and The
Hunger Games.

ACTIVITY 3

NAME THREE

UNIT 9 - Entertainment

TEACHER

Aim

To give students meaningful spoken practice of the passive voice using present, past, and modal passive forms within the context of entertainment.

Materials

"Name three" cards cut up

Instructions for the teacher

1. Students work in small groups (3–4 students).
2. Each group receives a set of "Name three" cards.
3. In groups, students take turns picking a card and completing the sentence using the correct passive form of the verb in brackets. For example: *Name three books that were made into films.*
4. Group members race to name three correct items that fit the category.
5. The first student to answer correctly keeps the card.
6. The student with the most cards at the end wins.

Before the activity: Revise or do controlled practice of the passive voice, so that students already recall how passive forms are structured and can focus on using them in spoken interaction.

During the activity: Circulate continuously between groups and listen for the use of the passive voice. If students continuously produce incorrect forms you can elicit self-correction or peer correction. Make brief notes while monitoring of recurring errors or problem areas (e.g. missing be, wrong tense, active instead of passive).

After the activity: discuss the most common problems with the whole class and elicit correct forms together. If everything went well ask them to comment on some of the sentences or ask how the game went.

ACTIVITY 3

TEACHER

Why and when to use it?

Focused Grammar Features	Passive voice is required to complete every prompt. Mix of present and past passive forms reinforces tense choice. Verbs commonly used with passive constructions (make, watch, play, show, film, celebrate). Grammar is embedded in meaning-focused speaking.
Pedagogical need	The workbook provides only two written, form-focused passive exercises: one converting active sentences to passive (with little entertainment context) and one completing be in the correct tense. There are no communicative activities requiring spoken use of the passive voice. Although students are familiar with the form, they often struggle to use it in their speech. This activity fills that gap by providing repeated, meaningful spoken practice of passive structures in a familiar entertainment context.
Communicative Features	Familiar, low-stress topic (entertainment). Emphasis on speed, recall, and spoken interaction. Encourages peer correction and repetition. Competitive element increases engagement.
Role in PPP	Semi-controlled production stage. Students apply the present perfect passive communicatively after prior input and controlled practice.

Activity idea: TeachThis: <https://www.teach-this.com/images/resources/name-three.pdf>
Activity is modified to fit ILE 5.

ACTIVITY 4

STUDENT A

Item	Status
Flights	Have been booked, but one flight has been delayed
Hotel	
Passports	Have been renewed.
Travel Insurance	
Transportation	The airport transfer has not been arranged yet.
Attraction tickets	Sea Life tickets have been booked.
ETA (travel permission)	
Luggage	The maximum luggage size has been changed from 20 kg to 15 kg.
Travel warnings	Severe rainfall on the second day of the trip has been predicted.
Prices/changes	Public transport fares have been increased.

To: Group Leader
From: Trip Coordinator
Subject: London Trip: Status Report

ACTIVITY 4

STUDENT B

Item	Status
Flights	
Hotel	Has been confirmed and the rooms have been upgraded.
Passports	
Travel Insurance	Has been arranged for everyone.
Transportation	The airport transfer has not been arranged yet.
Attraction tickets	Madame Tussauds and the London Eye tickets have not been booked yet.
ETA (travel permissions)	Have been submitted.
Luggage	
Travel warnings	Increased theft in tourist areas has been reported.
Prices/changes	Museum entrance fees have been increased.

To: Group Leader
From: Trip Coordinator
Subject: London Trip: Status Report



ACTIVITY 4

TRIP TO LONDON Status Report

STUDENT
instructions

What is happening?

You are travelling to London with a student group. You have been appointed as the **Trip Coordinator**, and you are responsible for checking that all the necessary preparations have been completed.

What to do?

Use the **present perfect passive** to report what has already been arranged and what still needs to be done.

Example: Q: *Have the flights been booked? Has the hotel been confirmed?* A: *No, the flights are not booked yet, the tickets will be cheaper next week.*

Instructions

STEP 1:

1. Do not show your worksheet to your partner.
2. Talk about all the items in the table and their status, your information is different from your partner's.
3. Write down all the new information that you get from your partner.
4. Agree on at least one action that still needs to be taken before the trip.

STEP 2:

Before departure, your group leader asks you to give a short status report. Independently, rewrite your checklist into a short email to the group leader (still using present perfect passive).

ACTIVITY 4

TRIP TO LONDON: Status report

UNIT 11 - London

TEACHER

Aim

To provide students with meaningful practice of the present perfect passive by using it to exchange information, check completed and pending arrangements, and report the status of a group trip in a realistic communicative context.

Materials

Trip to London Worksheets A & B

Instructions for the teacher

1. Students work in pairs.
2. Each student receives Worksheet A or Worksheet B.
3. Students must not show their worksheet to their partner.
4. Using only spoken interaction, students ask and answer questions in the present perfect passive to complete missing information on their checklist (e.g., "Have the flights been booked?")
5. Students confirm what preparations have already been completed and identify any items that still need to be done.
6. Together, they agree on at least one action that still needs to be taken before the trip.
7. Individually, each student rewrites the completed checklist into a short status-report email to the group leader, again using the present perfect passive.

Before the activity: Revise the form and use of the present perfect passive (have/has been + past participle).

During the activity: Monitor pairs as they ask and answer questions, listening for the use of the present perfect passive. Ensure both students are participating and using full questions and answers rather than single words. Take notes on common errors or difficulties.

After the activity: Ask a few pairs to report one thing that has been done and one that still needs to be done. Check the individual status-report emails, focusing on accurate use of the present perfect passive.

ACTIVITY 4

TEACHER

Why and when to use it?

Focused Grammar Features	Present perfect passive is required to report completed arrangements and changes (e.g., "The tickets have been booked," "A travel warning has been issued"). The grammar supports the communicative goal. Repetition of the form occurs naturally through questioning and reporting. Both questions and statements in the target form are practiced.
Pedagogical need	The present perfect passive receives no communicative attention in the unit. Workbook provides two exercises on mechanical form manipulation (e.g., rewriting sentences or identifying the passive) with no meaningful speaking or interaction. Students therefore lack opportunities to use the present perfect passive to exchange real information, ask questions, and report actions in progress. An activity is needed that requires the structure for communication, not only for form practice.
Communicative Features	Clear real-world scenario: planning a trip with a group of people. Genuine information gap between partners. Meaningful purpose: checking readiness and reporting status. Requires questioning, clarification, and confirmation. Leads to a written product with an authentic purpose (status email).
Role in PPP	Freer practise/ production.

ACTIVITY 5

STUDENT A

Susan (40) Susan is travelling with her husband and three children (ages 6, 9, and 11). She is afraid of heights. The children want to see water animals and something fun. The family does not want anything too expensive.	Mark (19) Mark is a university student travelling alone. He loves modern art and new ideas. He does not like traditional museums. He prefers free or cheap places.	Anna (65) and Peter (67) Anna and Peter are retired. They enjoy history, quiet places, and guided tours. They do not want to walk long distances or climb lots of stairs
Lina (30) Lina is travelling with two friends. She loves shopping, street food, and busy markets. She is not very interested in museums. She prefers lively places.	David (14) David is on a school trip where they have some free time. He loves science and technology and wants to touch and try things. He gets bored easily in silent galleries.	Sophie (28) Sophie loves theatre and literature, especially Shakespeare. She enjoys cultural experiences. She is not interested in shopping or theme-park style activities.
Tom (33) and Mia (34) Tom and Mia are visiting London for the first time. They want great views and famous landmarks. They do not mind spending money, but they are both afraid of rollercoasters.	Rashid (45) Rashid is travelling with his elderly mother. She walks slowly and needs places with seating. They enjoy peaceful environments and beautiful buildings	Emily (22) Emily loves live music, concerts, and evening activities. She enjoys meeting people and being in social places. She hates quiet museums
The Brown Family Two parents with a child aged 8. The child loves dinosaurs and animals. The parents want somewhere educational but also fun. They do not want very late activities.	Carla (35) Carla is travelling for work and only has half a day free. She wants to see two famous places close together so she does not waste time travelling.	Miguel (27) and Sara (26) Miguel and Sara enjoy walking in nature and relaxing outdoors. They want somewhere calming. They do not like crowded indoor spaces.

ACTIVITY 5

STUDENT B

Sight or place THE?	What can be done or seen there	Costs per person
___ Isle of Man	Tourists visit small towns and enjoy beautiful countryside and coast.	Travel costs; flights from London ~£150
___Buckingham Palace	People watch the guard change and see where the King lives. People watch the guard change for free outside, but inside visits cost money.	~£30 inside FREE outside
___Stonehenge	Visitors look at a very old stone circle and learn about its history.	~£25
___London Eye	People ride in glass pods and see the whole city from high up.	~£30-£35
___Houses of Parliament	Tourists see a one of the most famous buildings in London where politicians meet	Tours starting from ~£25; FREE outside
___ Globe Theatre	Shakespeare's plays can be watched at the Globe Theatre.	~£20-£30
___Liverpool	Visitors enjoy music, football and museums in a lively city.	Travel costs; some free entries
___ River Thames	Boat trips can be taken along the River Thames to see many London sights	Boat trip ~£15-£20
___Madame Tussauds	Life-size wax figures of famous people can be seen and photographed at Madame Tussauds.	~£35
___Tower Bridge	The famous blue bridge can be photographed and walked across at Tower Bridge. -	tower exhibit ~£10 FREE to walk across;

ACTIVITY 5

STUDENT B

Sight or place THE?	What can be done or seen there	Costs per person
___Trafalgar Square	Famous statues and fountains can be seen in Trafalgar Square.	FREE
___University of London	Students and visitors walk around many colleges and buildings.	FREE
___St.Paul's Cathedral	People see a large white church with a big dome and nice views.	~£20 inside FREE outside
___Harrod's department store	Visitors shop for expensive clothes, bags and presents	FREE to enter; shopping costs vary
___Westminster Abbey	People visit a famous church where kings and queens are married and buried.	~£25 inside FREE outside
___Camden Market	Street food and unique clothes can be bought in Camden Market.	FREE to enter; food/shop ping costs vary
___Sea Life London Aquarium	Sharks, penguins, and many sea animals can be seen at the Sea Life London Aquarium.	~£30 Family ticket discount
___Oxford Street	Many shops and department stores can be visited on Oxford Street.	FREE to visit; shopping costs vary
___St.Pancras International Station	Travellers take trains to other countries and see a large historic station.	FREE to enter
___Hyde Park	Long walks, picnics, and picnics can be enjoyed in Hyde Park.	FREE

ACTIVITY 5

STUDENT instructions

At the Travel Agent's

What is happening?

You will work in pairs to role-play a conversation between a tourist and a travel agent.

The tourist has specific needs, interests, and preferences for their trip, while the travel agent's role is to recommend suitable destinations, attractions, and places to visit around the UK that match those requirements.

Instructions:

- Work in pairs. One student is the **Tourist** and the other is the **Travel Agent**.
- The Tourist receives one Role Card. Do not show it to your partner.
- The Travel Agent asks questions to learn about the Tourist's interests, fears, time, and budget.
- The Travel Agent recommends sights from the list and explains why these would suit the tourists' interests.
- When you speak, **use "the" correctly** with place names (for example: the British Museum, Hyde Park).
- The Tourist says whether the advice is good and why.
- Change roles.

ACTIVITY 5

At the Travel Agent's

STUDENT Useful Language

Travel Agent

Asking about needs and preferences

- What kind of places are you interested in?
- How much time do you have in London?
- What is your budget?
- Are there any places you want to avoid?
- Do you prefer indoor or outdoor activities?

Making recommendations

- You should visit.....
- I recommend the..... because it has.....
- You could go to the.....
-is a good option for a relaxing walk.
- is ideal if you want some green space.

Explaining reasons

- It's free / affordable / close to the city centre.
- It's good for families / couples / first-time visitors.
- It doesn't take much time to visit.
- It's easy to get to by public transport.

Tourist

Giving information

- I'm interested in history / culture / shopping.
- I don't have much time.
- My budget is limited.
- I don't like crowded places.
- I need places that are easy to walk around.

Responding to recommendations

- That sounds good because I like.....
- I think that's a good idea.
- I'm not sure aboutbecause it's expensive.
- I don't think..... is right for me.

Justifying opinions

- It's too expensive / too busy for me.
- I've already visited that place.
- I prefer something outdoors / indoors.

ACTIVITY 5

At the Travel Agent's

UNIT 11 - London

TEACHER

Aim

To give students meaningful spoken practice using "the" correctly with landmarks while making and responding to recommendations in a realistic communicative situation.

Materials

Role cards for each student; list of sights and places with their short descriptions and prices (two-sided); useful language can be shown on screen.

Instructions for the teacher

1. Students work in pairs.
2. One student is the Tourist and the other is the Travel Agent.
3. The Tourist receives one role card and must not show it to their partner.
4. Using spoken interaction only, the Travel Agent asks questions to find out the Tourist's interests, preferences, fears, time, mobility, and budget.
5. Using the London Sights Information Sheet, the Travel Agent recommends suitable attractions and explains the reasons, using the correctly with place names (e.g. the British Museum, the London Eye).
6. The Tourist responds to the recommendations, saying whether they are suitable and explaining why.
7. Students swap roles, receive a new role card, and repeat the activity.

Before the activity: Revise the rules for using the definite article the with London landmarks and place names. Review useful language for making and responding to recommendations.

During the activity: Monitor pairs as they interact, listening for accurate use of the with place names and appropriate recommendation language. Ensure both students are actively participating and negotiating meaning. Take notes on common errors or avoidance of articles.

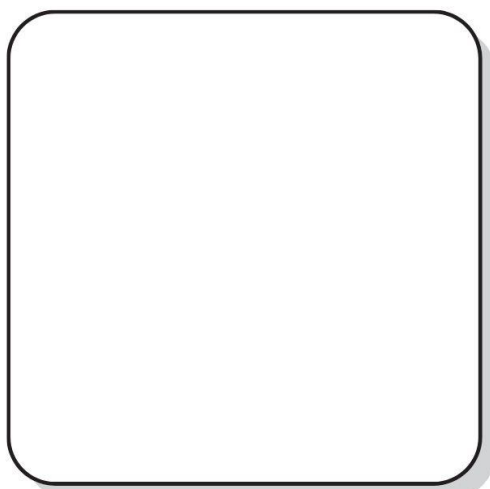
After the activity: Ask a few pairs to report one recommended attraction and the reason for choosing it. Provide feedback on correct and incorrect article use, highlighting good examples from the activity

ACTIVITY 5

TEACHER

Why and when to use it?

Focused Grammar Features	Accurate article use in noun phrases naming attractions/sights/places.
Pedagogical need	The student book presents a long list explaining when <i>the</i> is and is not used with place names and landmarks. However, learners are not given meaningful opportunities to apply this knowledge orally in real communicative situations. Learners therefore continue to struggle with accurate article use when speaking, often just leaving articles out when speaking. This activity provides contextualised oral practice where students must negotiate meaning while consistently making article choices in authentic speech.
Communicative Features	• Real-world scenario: a consultation between a tourist and a travel adviser. • Genuine information gap (the Tourist card is hidden). • Requires questioning, clarification, justification, and evaluation. • Output varies based on learner choices
Role in PPP	Freer practise/ production.

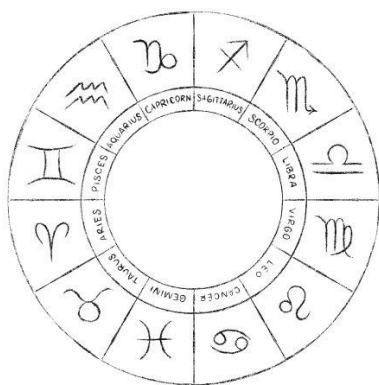
ACTIVITY 6**STUDENT****HOROSCOPE OF THE WEEK**

Zodiac sign: _____

ACTIVITY 6

STUDENT instructions

Horoscope of the week



- Work in pairs and choose one zodiac sign.
- Draw a picture of the zodiac sign on your page.
- Write four sentences to create a horoscope for that sign.
- In your horoscope, use at least two of the following verbs: **agree, promise, offer, recommend, suggest.**
- When you finish, publish your work on "This Week's Predictions" (class wall/padlet or similar).

ACTIVITY 6

HOROSCOPE OF THE WEEK

TEACHER

UNIT 12 - Superstitions

Aim

To help students practise using the verbs agree, promise, offer, recommend, and suggest accurately with appropriate gerund and infinitive patterns in a short, creative written activity.

Materials

- Horoscope of the Week worksheet (one per pair; the activity may also be completed individually if necessary).
- Coloured pencils / drawing tools (optional)
- Classroom display wall.
- Alternatively this activity can be completed on Padlet (or similar).

Instructions for the teacher

1. Students work in pairs and choose a zodiac sign.
2. Students draw the zodiac sign on their page (or digitally, if applicable).
3. Together, they write a four-sentence horoscope for people born under that sign.
4. They must use at least two of the target verbs correctly (gerund/infinitive patterns).
5. When finished, students publish their horoscopes on the class Padlet/blog/wall titled "This Week's Predictions."

Before the activity: Review the meaning and form of the target verbs agree, promise, offer, recommend, and suggest, focusing on their correct gerund and infinitive patterns. Ensure students understand what a horoscope is and what "This Week's Predictions" refers to (the class Padlet/blog/wall)

During the activity: Instruct pairs to plan orally first before writing, so both students contribute ideas and language. Monitor closely and listen for balanced participation; prompt quieter students with questions such as What do you think? or Can you suggest a sentence? Assign clear roles if necessary, e.g Student A chooses the sign and writes two sentences and student B writes two sentences and draws the sign.

After the activity: After the activity, students display their completed worksheets on the classroom wall under the title "This Week's Predictions."

In the following week, return to the wall display and invite students to read the horoscopes again and discuss whether any of the predictions came true.

ACTIVITY 6

TEACHER

Why and when to use it?

Focused Grammar Features	-agree / promise / offer → to + infinitive (e.g., agree to help, promise to try, offer to support). -recommend / suggest → verb-ing (e.g., recommend taking, suggest being). -Grammar is necessary to complete the activity. -Repetition occurs as students plan, draft, and revise.
Pedagogical need	There are two exercises in the workbook about gerunds and infinitives in isolated sentences, but students don't have opportunities to use them in meaningful, creative communication. The sentences are not related to superstitions, so there is little connection to the unit topic. An activity is needed that encourages authentic language production and purposeful writing while focusing on correct verb-complement patterns. This activity can later be reused for reported speech practice, as reported speech is another grammar focus in this unit.
Communicative Features	Meaningful, creative context connected to beliefs and superstitions. Students co-construct meaning while drafting together. Encourages negotiation of wording, form, and meaning.
Role in PPP	Freer practise/ production.

ACTIVITY 7

STUDENT













TITLE:

ACTIVITY 7

STUDENT
instructions

At the airport

- Work in pairs or groups of three.
- Look at the six pictures and decide the order of the story.
- Write short notes/sentences under each picture to describe what is happening.
- Use the **past perfect tense** when you want to show that one action happened before another past action.
- *Example: They had printed their boarding passes before they left for the airport.*
- Think of a suitable title for the story and write it at the right side of the page.
- Be ready to share your stories with the class.

ACTIVITY 7

AT THE AIRPORT

UNIT 13 - Big Wheel

TEACHER

Aim

To help students practise using the past perfect tense to show the sequence of events in a story, particularly to express actions that happened before other past actions, through collaborative picture-based storytelling.

Materials

- At the Airport story sequencing worksheet

Instructions for the teacher

1. Students work in pairs or groups of three.
2. They examine the six pictures and discuss to agree on the chronological order of the story.
3. Students write brief notes or short sentences under each picture describing what is happening, to support them later when they present their stories.
4. The past perfect tense is used when one action happened before another past action.
5. Students create a suitable title for their story.
6. Groups share and compare their stories with the class.

Before the activity: Review the form and use of the past perfect tense (had + past participle), focusing on its use to show that one past action happened before another. Check key vocabulary related to the pictures so students can focus on sequencing and tense choice rather than meaning.

During the activity: Instruct students to first discuss and agree on the correct order of the story. Monitor as students write short notes or sentences under each picture, encouraging them to use the past perfect if necessary and appropriate. Prompt students to justify their tense choices (e.g. Which action happened first?), and note common errors for later feedback.

After the activity: Ask groups to share their story order and title with the class. Elicit examples of sentences using the past perfect and correct them on the board if needed.

ACTIVITY 7

TEACHER

Why and when to use it?

Focused Grammar Features	Past perfect is useful to express temporal relationships between past events. Grammar supports meaning. Natural repetition occurs while drafting and revising sentences. Learners must judge when past perfect is necessary versus when past simple is sufficient.
Pedagogical need	Students have been introduced to the past perfect tense through a rules table and a gap-filling exercise in the Student's Book, as well as an additional gap-filling exercise in the Workbook. However, these activities focus mainly on form recognition and mechanical practice, and do not require learners to use the past perfect to communicate meaning. Students therefore lack opportunities to decide when the past perfect is necessary and when the past simple is sufficient within a meaningful context. A story-sequencing and narration activity is a tool for learners to use the past perfect to clarify chronology, negotiate ideas with peers, and construct a coherent narrative.
Communicative Features	Clear narrative goal: reconstruct a logical story. Requires discussion, negotiation, justification, and sequencing decisions. Encourages peer explanation of grammar choices in context.
Role in PPP	Freer practise/ production.

ACTIVITY 8

STUDENT

	Sentence	Correct? ✓ / X / ?	Correction (if needed)	Budget	Final Price
1	We arrived at the London Eye only to discover that it had already closed.				
2	She bought the tickets before she had checked the opening times.				
3	By the time the sun set, we had taken hundreds of photos.				
4	They had missed the last train because they were stayed too long by the Thames.				
5	When we arrived at the London Eye, the queue had already started moving.				
6	After they had planned everything carefully, they printed the tickets.				
7	He realised he had left his wallet at the hotel when he tried to buy the London Eye tickets.				
8	We had never seen London from above until we went on the London Eye.				
9	She had already eaten before we went to the restaurant near the river.				
10	They had went on the London Eye before they visited the London Dungeon.				
11	We were disappointed because the weather had changed suddenly.				
12	He never been to the London Eye before last summer.				

ACTIVITY 8

STUDENT instructions

Grammar Auction: Travelling to London & Past Perfect

Stage 1: Getting Started

Your teacher will explain what an auction is and teach key words you need (e.g. auction, auctioneer, bid, budget, going...going...gone!).

You will bid on sentences about travelling to London and the London Eye.

Stage 2: Preparation for the auction

1. Work in pairs.
2. Each pair has €1,000 of imaginary money.
3. You will hear sentences in an auction. Some sentences are grammatically correct, and some are incorrect.
4. Your goal is to buy only the correct sentences.
5. Do not spend more than €1,000.
6. The winning pair is the one with the most correct sentences. If there is a tie, the pair with more money left wins.
7. Before the auction begins:
 - Read all the sentences on your worksheet.
 - Decide which sentences are correct (✓), incorrect (✗), or unsure (?).
 - Decide how much each correct sentence is worth in your opinion and write this in the budget column.
 - Plan your bidding strategy together!

Stage 3: The Auction

1. Listen carefully as your teacher reads each sentence aloud.
2. When you hear a sentence you think is correct, bid by saying a price.
3. Bid quickly and clearly.
4. You can go higher than your original budget.
5. When the teacher says "Going... going... gone!", the highest bidder wins the sentence.
6. If you win a sentence:
 - Write the final price in the Final Price column.
 - Update how much money you have spent and how much you have left.
7. Your teacher will tell you whether the sentence you bought is correct or incorrect.

Stage 4: Correction

1. After the auction, look only at the sentences you marked as incorrect and/or the incorrect sentences you bought.
2. Work together to rewrite them correctly.

TEACHER**ANSWER KEY:****Correct sentences**

1, 3, 5, 6, 7, 9, 11

Incorrect sentences — with accurate corrections

2 → She had bought the tickets before she checked the opening times.

4 → They had missed the last train because they had stayed too long by the Thames.

8 → After they had planned everything carefully, they forgot to print the tickets.

10 → They had gone on the London Eye before they visited the London Dungeon

12 → He had never been to the London Eye before last summer.

ACTIVITY 8

Grammar Auction: Travelling to London & Past Perfect UNIT 13 - Big Wheel

TEACHER

Aim

The aim of this activity is to enable students to recognize, understand, and accurately use the past perfect tense in a meaningful travel-related context. Through an interactive auction game, students identify and evaluate correct and incorrect uses of the past perfect, justify grammatical choices, collaborate with a partner, and apply strategic thinking.

Materials

- Auction sheet with sentences about travelling to London and visiting the London Eye; teacher answer key.

Instructions for the teacher

1. Students work in pairs or groups of three.
2. They examine the six pictures and discuss to agree on the chronological order of the story.
3. Students write brief notes or short sentences under each picture describing what is happening, to support them later when they present their stories.
4. The past perfect tense is used when one action happened before another past action.
5. Students create a suitable title for their story.
6. Groups share and compare their stories with the class.

Before the activity: Ask if students know what an auction is. Explain words: *auction*, *auctioneer*, *bid*, *budget*, *going...going...gone!*, *to bid against someone*, *What am I bid?* Explain the rules of grammar auction.

During the activity: Act as auctioneer:

1. Read the first sentence aloud.
2. Ask: "What am I bid?"
3. Encourage fast bidding. Accept last-second bids before saying:
4. "Going... going... gone!"
5. Record the winning pair and price.
6. Immediately say whether the sentence is correct or incorrect (no long explanation yet).
7. Auction sentences in random order.

After the activity: Ask pairs to look at the sentences they bought and identify which ones were incorrect. Have students work together to correct the incorrect sentences, rewriting them accurately. Provide brief, focused feedback on the target grammar, clarifying why certain sentences were correct or incorrect. Announce the winning pair and briefly reflect on bidding strategies and grammar choices.

ACTIVITY 8

TEACHER

Why and when to use it?

Focused Grammar Features	• Past perfect is evaluated in contrast with past simple to show earlier and later past actions. • Grammar supports meaning in travel-related contexts. • Learners notice form, meaning, and use through evaluation and correction. • Repetition and reformulation occur naturally through bidding and correction.
Pedagogical need	Students have been introduced to the past perfect mainly through rules and controlled gap-fill exercises. They now need an activity that encourages them to notice, discuss, and negotiate when the past perfect is needed to show earlier past actions, rather than relying only on mechanical accuracy. A grammar auction provides a motivating context for students to analyse, justify, and correct sentences collaboratively, strengthening their understanding of form, meaning, and appropriate use in travel-related situations.
Communicative Features	• Clear competitive goal: purchase correct sentences. • Requires discussion, negotiation, justification, and budget planning. • Encourages metalinguistic talk about grammar choices in context.
Role in PPP	Freer practice / consolidation stage: Students apply, evaluate, and negotiate the use of the past perfect in context after prior presentation and controlled practice, raising awareness through collaborative decision-making.

Appendix 2. Teacher observation sheet

Observation sheet

Focused-grammar activities

Item	Yes	Partly	No
Activity aim and procedure were clear to students.			
Students were attentive and willing to participate.			
Students used English during pair /group work.			
All the students participated in the activity.			
There was a real need to exchange information / ideas (e.g. information gap, decision, description).			
The activity elicited the target grammar.			
Students used the target grammar while communicating/ completing the activity.			
The activity fit into the lesson/topic.			
Materials and instructions were easy to manage.			
The activity level was appropriate for this group.			

Activity duration: _____ minutes

Observed Effects on Students' Grammar Use

- Examples of successful use of the target structure (oral or written):

- Problems or recurring errors:

Overall Comments & Suggestions

Appendix 3. Student feedback sheet

Õpilaste tagasisideküsimustik

Palun märgi iga väite juures sobiv vastus.

(1 = ei nõustu, 2= pigem ei nõustu, 3= pigem nõustun, 4= Nõustun)

Väide	1	2	3	4
1. Sain ülesande juhistest hästi aru				
2. Ülesanne oli huvitav ja kaasahaarav.				
3. Ülesanne oli sobiva raskusastmega.				
4. Ülesande jaoks oli vaja inglise keeles suhelda.				
5. Ülesande ajal kasutasin seda grammatikat, mida me praegu tunnis õpime.				
6. Ülesanne aitas mul paremini aru saada grammatikareeglist ja sellest, kuidas/millal seda vormi kasutatakse.				

Kas selliseid ülesandeid võiks tunnis veel teha? Miks / miks mitte?

Appendix 4. Interview questions

Semi-Structured Teacher Interview Questions

Section A. Background and context (warm-up)

1. How many of the focused-grammar activities did you test, and in which units?
2. With which type of learner group did you use them (e.g. stronger / mixed-ability / weaker group)?

Section B. Design and form–meaning integration

(Addresses RQ1: How can focused-grammar activities be designed to integrate form and meaning while fitting ILE 5?)

3. To what extent did the activities encourage students to use the target grammar as part of meaningful communication rather than as rule practice?
4. Did you feel that the grammar focus emerged naturally from the activity goal, or did it feel imposed? Please explain.
5. How well did the activities fit the unit themes and grammar progression of *I Love English 5*?
6. Were there any activities where the link between grammar and meaning was particularly strong or weak?

Section C. Usability and practicality

(Addresses RQ2: Teachers' evaluation of usability, practicality, and pedagogical value)

7. How clear and easy to follow were the instructions for you as a teacher?
8. How manageable were the activities in terms of lesson time, materials, and classroom organisation?
9. Did the activities reduce, increase, or have no effect on your lesson preparation time? Why?
10. Did you adapt any of the activities? If yes, what did you change and why?

Section D. Student engagement and perception

(Addresses RQ3: Students' engagement, clarity, and usefulness as perceived by teachers)

11. How did students react to the activities in terms of motivation and participation?
12. Did students seem to understand what they were expected to do during the activities?
13. Were there noticeable differences in how stronger and weaker students responded?
14. Compared to workbook grammar exercises, how did students' engagement differ?

Section E. Effects on communicative grammar use

(Addresses RQ4: Observable effects on students' ability to use target grammar communicatively)

15. Did you observe students using the target grammar structures during interaction? Please give examples.
16. How confident did students appear when using the grammar orally compared to written exercises?
17. Did the activities reveal any recurring problems or gaps in students' grammatical knowledge?
18. In your opinion, did the activities help students move from controlled accuracy to more spontaneous use of grammar?

Section F. Overall evaluation and recommendations

19. What do you see as the main strengths of the focused-grammar activities?
20. What aspects would you improve or change if the activities were used again?
21. Would you use similar focused-grammar activities in the future? Why or why not?
22. What advice would you give to other teachers who want to integrate communicative grammar activities into a textbook-based syllabus?

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Helina Kitsing

Designing Focused-Grammar Activities to Supplement *I Love English 5* Set

Fookustatud grammatikategevuste kavandamine *I Love English 5* õppematerjalide täiendamiseks

Magistritöö

2026

Lehekülgede arv: 110

Annotatsioon:

Käesoleva magistritöö eesmärk on kavandada ja piloteerida fookustatud grammatikategevusi, mis täiendavad õpikut *I Love English 5* (Kurm & Soolepp 2016), ning uurida nende rakendamist klassiruumis. Uuring põhineb kolme tsükliga tegevusuuringul, mille käigus tegevusi arendati, rakendati ja täiustati õpetajate ja õpilaste tagasiside põhjal.

Uuringu tulemused näitavad, et fookustatud grammatikategevused võivad toetada grammatika vormi ja tähenduse ühendamist ning suurendada õpilaste kaasatust, kui need on selgelt struktureeritud ja vastavuses õppijate tasemega. Õpetajad hindasid tegevusi praktilisteks ja kergesti õppetöösse integreeritavateks, kuigi esmane rakendamine nõudis ettevalmistust. Õpilased pidasid tegevusi üldiselt huvitavaks ja suhtlust soodustavaks, kuid madalama keeleoskusega õppijad vajasisid rohkem tuge. Tegevused suurendasid sihtgrammatika kasutamise sagedust, kuid selle kasutus ei olnud alati järjepidev ega korrektne. Samuti ilmnis selge erinevus kirjaliku ja suulise grammatikakasutuse vahel, kus spontaanne keelekasutus osutus keerulisemaks. Tulemused viitavad, et fookustatud grammatikategevuste tõhusus sõltub suurel määral nende rakendamisest, õpetaja juhendamisest ja õppijate vajadustega arvestamisest.

Märksõnad: kommunikatiivne grammatikakäsitus, tähelepanu vormile, fookustatud grammatikategevused, tegevusuuring, inglise keele kui võõrkeele õppematerjalide arendamine.

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Tartus, 11.05.2026

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