

Teaching Grammar to a Grammar-Free Generation

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By

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PREFACE

EFL teaching is an interesting and at the same time very responsible issue. As teachers we not only have to perform in front of our learners but also have to deal with a huge number of various responsibilities, selection of material and application of appropriate methodology being in the front line. During the last few years I have often heard from my students, and not only from them, that their main target in learning English is just communication, either personal or formal. While considering communication to be a detached function of language learning, many students refuse to learn its grammar, claiming it to be useless and boring. Of course, no one will blame learners for these ideas since they are training to get a “ready-made meal”, rather than to be “kitchen chefs”. Yet we, language specialists, clearly understand that no profound knowledge of any language is possible without knowing its grammar. Thus the main goal of this book is to present to EFL teachers, English language instructors, textbook writers and other specialists directly and indirectly dealing with the teaching of English language, new ways of presenting and practising grammar. The tasks and activities presented in this book will give a clear understanding of grammar teaching techniques that we can use in our EFL classes. By this means we can also reconsider our general teaching methodology, as well as make our classes more interesting and interactive. I could not miss the chance to touch upon creative grammar teaching activities, including both paper-based and technology-based ones. Moreover, the research conducted within the last three years has made it possible to elicit new grammar presentation methods which will turn EFL classes into fascinating and productive affairs. Finally, the book emphasises the importance of material evaluation, suggesting its types, reasons and functions.

INTRODUCTION

Over recent decades, language teaching, particularly English language teaching, has become one of the central issues in curriculum design for obligatory education (primary and secondary schools), as well as at non-obligatory levels (universities, international language schools, etc.). Alongside the four main language skills of listening, reading, writing and speaking, grammar has always played an important role in the teaching of English. However, due to some innovations in general language teaching, the approach to grammar and its teaching today has become far less homogeneous than in the past. One of the most pressing issues, requiring very attentive investigation, is that of the role of textbooks as the main teaching and learning materials in language learning. As we know, most textbooks nowadays are produced not only in print formats but also as CDs and DVDs to be used on smartboards. Such texts typically reformulate instructions for students, so instead of asking learners to “put the correct word into the gap”, they are asked to “click on the correct answer”. This implies a radical change in the terms of classroom management, from a traditional one (student and a paper book) to a more technological one (student and a smartboard or computer). Consequently, these aspects of textbooks have changed, and we might have expected that the approaches and techniques adopted in the textbooks themselves would also have changed. However, there would be little dissent among specialists to the claim that in our EFL departments just a small number of teachers follow these innovative trends, most of us to a large extent avoiding the use of new technological tools in our classrooms.

Hence, in turning to the literature on this issue, some related questions emerge, such as the essence of evaluation and the role of new innovations in language teaching. Moreover, in dealing with textbooks and the methods and techniques of grammar presentation therein, I found that few of the works evaluated met my expectations; most notably, a communicative approach to grammar teaching was often absent or very much marginalized. Therefore, it seemed feasible that, by taking into account an analysis of the presence of grammar and its pedagogical treatment in textbooks, we might achieve the main goal of creating the most suitable and successful methods of grammar teaching to be used in future EFL textbooks.

Bearing all these questions in mind, the present study will provide an overview of the main approaches to the teaching of grammar, including activities used for presentation, practice and production. For this purpose, I will make a distinction between traditional and modern approaches. By traditional approaches to grammar teaching, I mean the methods that were used before the 21st century and which continue to be very influential today (including methods such as grammar-translation, rule-learning and error correction, and teaching grammar in context). In terms of the most recent approaches, these began to appear towards the end of the 20th century and the beginning of the 21st century, as a response to a new wave of contemporary language teaching, one orientated towards communicative approaches to language in general (including consciousness-raising and the communicative approach, as well as task-based approaches and those involving comprehension and ungrammaticality judgements).

In addition, I will also analyse a sample of the most common English textbooks used worldwide with particular reference to the teaching of grammar, in an attempt to establish what methods and techniques of grammar presentation, practice and production are currently used in textbooks. The study, then, will be innovative in that it will aim to make a significant contribution to the teaching of English and its grammar. It will provide such important information as: the importance of evaluation; methods of and approaches to grammar presentation, practice and production; and, mainly, the analysis of twenty mainstream textbooks, using a qualitative approach to the study.

CHAPTER ONE

TEXTBOOKS, EFL MATERIALS AND THEIR IMPORTANCE IN EFL CLASSES

1.1. General overview

Teaching a foreign language to a group of students can be compared to a performance on stage. In other words, the EFL teacher is not only a person who tries to make his/her students learn a language, but s/he is also, before that, someone who acts in front of an audience. However, like an actor who has to wear different costumes, prepare speeches and use different artistic techniques to persuade the spectators, a teacher should also use some tools and techniques to persuade the students. Definitely, teaching materials are the main sources in each class, sometimes saving learners from teachers' deficiencies (Allwright, 1975:8).

The question then is: what do we mean when we say materials? Is it just a book which helps teachers to follow the programme, or is it a pile of books and resources that are concerned with language delivery? Obviously, all of us know that the word "materials" carries a very broad notion. So, if I started counting all the existing language teaching materials, or at least some of them, I would need ages to complete this book. At the same time, if every teacher uses the materials in his/her own way, without any goal or purpose, the teaching process will be chaotic. Thus, according to Rossner and Bolotho (1995:133), "materials may contribute in some way, but they cannot determine goals." Textbooks can then be regarded as a superior form of language teaching material, which aim to regulate the language teaching process.

Similarly, many researchers (Ur 1988; Hutchinson and Waters 1993; Cunningsworth 1995) agree that a "textbook" or a "coursebook" is one of the most essential and important components of the language teaching materials. Cunningsworth (1995:7) also defines the multiple roles of a textbook. In this respect, he claims that it is:

- A resource for the presentation of material (spoken and written);
- A resource of activities for learner practice and communicative interaction;
- A reference source for learners on grammar, vocabulary, pronunciation, etc.;
- A source of stimulation and ideas for classroom language activities;
- A syllabus including learning objectives which have already been determined;
- A resource for self-directed learning or self-access work; and, finally;
- A support for less experienced teachers who have yet to gain in confidence.

Harmer (1991:257) also maintains that the use of textbooks is of great benefit for teachers and students. Consequently, if the textbook is good, it covers most of the above-mentioned aspects and it will serve a good purpose for a teacher – but if not, the teacher will need to make use of other language teaching materials. According to Richards (2006:3), textbooks constitute the basis for much of the language input learners receive and they are central for the language practice that occurs in the classroom. Textbooks are also an effective way of providing the learner with security, systems, progress and revision, whilst at the same time saving precious time and offering teachers the resources they need to base their lessons on (Tomlinson, 2012:158). However, in order to be appealing to teachers and students, textbooks should frequently be reconsidered; i.e. the authors should incorporate some new information (in terms of language and its components), update the language teaching methods and the general content, etc. In other words, being the major instrument of a language teaching process, textbooks are more likely to introduce changes that may lead to innovations. Thus every year publishing houses produce thousands of textbooks, adding to their general titles expressions such as “New”, “Modern”, etc. (*New Headway, New Cutting Edge, A Modern Course of English*). The main questions here are: Are these textbooks really new and modern? Do they meet present-day requirements? Has the author done any cardinal changes in presenting the grammar, the vocabulary or any other aspect of the language? Sheldon (1988:239) writes that textbooks merely grow from and imitate other textbooks, and do not admit the winds of change from research, methodological experimentation, or classroom feedback. A few years later, Tomlinson (2012:152) adds that most of the writers rely heavily on a retrieval form – a repertoire, cloning successful publications and spontaneous “inspiration”. In brief, some of the writers rely mostly on a new cover and

vivid pictures rather than on the actual content of their textbooks. This comes from the common fears of both authors and publishers who believe that innovations might not be accepted by their customers. Thus, almost no changes can be observed in annual textbook publications and, unfortunately, teachers have to imitate the methods of the best-sellers.

Conversely, it would be wrong to blame the authors for their repetitions. We can never improve anything unless we experiment with it; and one way of experimenting with textbooks is to evaluate them.

1.1.1. Textbooks and learners' needs

One of the most significant characteristics of any textbook is to meet the learners' needs. Yet, we should clearly know what these learners' needs are and "how the textbooks relate to the needs of the learners" (Tomlinson, 2003:47). According to Tomlinson (2003:134), the basic structure of any textbook is a transition from the simplest content to a more difficult one, i.e. the learners need to learn "simple" structures first and then systematically move on to the more "complex" ones. In other words, most textbooks are based on a linear model of language learning, leading from the simple to the more complex grammatical structures and vocabulary (Mares, 2003:130). This kind of structure allows students not to lose motivation and to reach some definite levels in the target language. At the same time, learners expect the textbooks to make learning easier and more enjoyable (Cunningsworth, 1995), i.e. the content of the textbooks, the activities and the language presented in them should be interesting and challenging. Thus, following the common principles of textbook construction and considering learners' needs, Cunningsworth (1995) proposes some general requirements for writing a textbook:

- There should be a controlled presentation of language;
- Rules need to be learned, either inductively or deductively;
- There should be a balance of accuracy and fluency;
- Skills need to be learned both separately and in an integrated way;
- Communicative practice should resemble real-life language use;
- Learning and acquisition each have their place;
- Learners should be actively and fully involved in the lessons;
- Learners should use language creatively and activities should be personalized, where possible; and, finally,
- Learning activities should be varied.

Moreover, by focusing on “learners’ needs”, we clearly understand that all learners are different, and what works for one learner will not work for another. Thus, the main difficulty for a textbook writer might be the equilibrium between theory and practice, and the selection of a universal content that would fit most of the learners. In the light of this, textbooks should form a general conception about the country of the target language, its culture and traditions. While writing a textbook, the author should bear in mind that the learners may come from different countries and possess different backgrounds, traditions, customs, views, visions, etc. Consequently, it will be of great importance to take the learner’s culture, age, and even sex into account, i.e. to ensure that the textbook sets its material in the right kind of social and cultural mores, age-group, etc. (Cunningsworth, 1995:90). Hence, the author should keep a balance between the presentation of the values in the country of a target language and the learners’ own values. Moreover, Karavas-Doukas (1998:25) maintains that, apart from the development of students’ linguistic repertoire and sociolinguistic skills, textbooks should strive to have students discover new knowledge about the language, make choices and actively participate in the learning process rather than passively accept and digest new information. Due to this, textbooks are designed to give cohesion to the language teaching and learning process by providing direction, support, and specific language-based activities aimed at offering classroom practice for students (Mares, 2003:130). According to Rea-Dickins (1992), a particular view of culture has become influential within the field of Applied Linguistics in its interest in the teaching of culture along with the teaching of the language. Thus, the perception of culture is paralleled with the perception of language, and the concept of the target language teaching (L2) is transferred to the target culture teaching (C2).

Thus, one of the main questions is how to achieve the balance between language and culture (context). Cunningsworth (1995:90) suggests that, in addition to the physical context, the relationship, modes of behaviour and intentions of the characters should be interpretable by students, so that they can relate the language used to its purpose in the social context. I believe that some people will agree with the idea that it would be more practical to do writing on the process of cooking puddings than on the cooking of Spanish “tortilla”, or Azerbaijani “dolma”. The learners of English should first be acquainted with the culture and cuisine of the target language and then enlarge their knowledge by learning about other countries and their cultures from afar. Another example of this can be the presentation of the political system in Africa at an earlier stage of language learning, followed by the presentation of the political systems of Great Britain or the United

States. This means, for sure, that such nuances should be treated deeply. For this reason, Rea-Dickens (1992:19) considers the evaluation of context to be of fundamental importance. However, it is not only cultural values that are important in the textbooks; social, psychological and pedagogical validity is of great relevance as well. We cannot disregard such important factors as teachers' abilities, skills, beliefs and views. It is not a secret that there are countries where the notion of independence does not carry the same concept as it does in the US or in any other developed country. At the same time, there are still some countries where topics like sex, abortion, or even those related to love relationships are regarded as taboos. Therefore, in order not to puzzle the learners and teachers, the writer of a textbook should treat these topics in a very delicate way.

Besides cultural perspectives, textbooks should also consider the teaching and learning approaches as such. A book overloaded with grammar explanations will definitely be too boring, whereas a lot of drilling exercises will exhaust the learner and may bring about negative attitudes towards the learning of a language. Many of the learners, young and old, quickly become disillusioned because of inappropriate or stultifying methods and materials (Rossner & Bolotho, 1995:5). Apart from all this, another important purpose of the evaluation process is to see to what extent there is a good balance in the treatment of reading, writing, speaking and listening; otherwise a unilateral approach to the language teaching may exhaust most of the students. Moreover, we should provide grammar and vocabulary activities inside these four language skills, since one can hardly imagine the grammar/vocabulary pattern not being included in any discourse, say, in a written text, a listening exercise, a speaking pattern or in a piece of writing. Thus, we need to check if the course adequately treats all four skills, taking the level and overall aims into account, and also if there is a suitable balance between them (Cunningsworth, 1995:64), i.e. if all these four skills are equally distributed in terms of number of pages, exercises and sub-units devoted to each of them.

However, according to Richards (2001:3), no commercial textbook will ever make a perfect fit for learners' needs. This scholar distinguishes between two factors that are involved in the development of commercial textbooks: those representing the interests of the author and those representing the interests of the publisher. In most cases these two factors never coincide. That is why those textbooks that are externally attractive often may not correspond to the course needs, whereas the books with simple unattractive colours and few pictures are usually not appealing for the users.

All in all, in order to write a new textbook that will fit the learners' needs and meet all the previously noted requirements, old textbooks should first be carefully studied and evaluated.

1.2. Evaluation and its importance in EFL teaching

Evaluation means different things to different people (Anderson, 1998:164). A large number of researchers (Hutchinson and Waters, 1987; Weir and Roberts, 1994; Lynch, 1996; Ellis, 1998; Kiely and Rea-Dickins, 2005) define evaluation as a form of enquiry which starts from research and systematic approaches and terminates with decision-making; others postulate it as a process of systematically collecting and analysing information in order to form value judgments based on firm evidence. Kiely (2005:5) states that evaluation is a part of the novice teacher's checklist to guide the development of initial lesson plans and teaching practice, a process of determining learning achievements or student satisfaction, and a dimension of the analysis of data in a formal evaluation or a research study. "Evaluation" being used somewhat ambiguously in relation to other terms such as assessment and testing (Lynch, 1996:2), in this book I will strictly refer to textbook evaluation, which I find to be of great importance in English language teaching.

Thus, the process of evaluation is not as simple as it may seem at first sight. Before asking – "what is the purpose of evaluation?" – we should understand what we mean by evaluation. In general, evaluation, like selection, is a matter of judging the fitness of something for a particular purpose (Rubdy, 2003:37), thus being an intrinsic part of teaching and learning (Rea-Dickins, 2000:3). Evaluation is about making judgment calls: *yes or no, in or out, buy it or do not buy it, thumbs up, thumbs down* (Bird and Schemann, 2012:284). In fact, evaluation is not restricted to the context of education; it is a part of our everyday life (Rea-Dickins, 2000:3), formal and informal.

Moreover, evaluation can often bring about positive effects because when we consider the strengths and weaknesses of materials, we can filter the best out and achieve perfect results. Thus, evaluation can be considered as a very important step towards the improvement of many processes, classroom innovations and teaching development being in the forefront. Before applying any evaluation, we should clearly understand what its reasons and purposes are.

1.2.1. Reasons for evaluation: its aims, purposes and functions

Evaluations are requested for a variety of reasons; in fact, the most important question that has to be addressed at this stage is: Why is this evaluation required? (Alderson, 1992:275). Depending on who is going to evaluate what, the scope of the reasons may vary from several to dozens. One reason may be explaining and confirming existing procedures (Rea-Dickins, 1998:8), where the purpose of the evaluator is to learn why something is working well; another reason may be obtaining the information that can bring about innovation or change.

Brown and Rodgers (2002:247) consider that one of the reasons for undertaking an evaluation process is of general importance in education studies in terms of the money and energy invested in them over the years. For instance, very often, in order to introduce some kind of innovation in English language teaching, universities spend a lot of money buying new textbooks. However, due to some reasons, teachers cannot work with these textbooks, which simply do not suit the curriculum of the institution. Students invest substantial sums of money in tuition and materials for learning English (Rossner and Bolotho, 1995:5) and then it happens that they should put the textbooks aside because of their inappropriateness. Such cases seem to be very frequent in many institutions, and, in order to prevent them, textbook evaluation is crucial.

Unlike the reasons for evaluation which should be precise, the purposes of evaluation can be carried out in a variety of ways (Rubdy, 2003:41). One of the general purposes, however, is to collect information systematically in order to indicate the worth or merit of a programme or project (Weir & Roberts, 1994). There is a need to implement an evaluation which yields results (Rea-Dickins, 1998); otherwise the evaluation will serve for nothing. Since language is pragmatic by its very nature (Rea-Dickins, 1998), evaluation should be, first of all, of practical use to teachers, learners, course leaders, etc. Evaluation feeds directly into policy-making or action directed at course improvement; it is an inherently practical affair (Ellis, 1998:9) and, naturally, its purpose could be expanded to include an evaluation of the teacher's performance, classroom dynamics, the student's performance, the available resources (Brown and Rodgers, 2002), and other variables.

Generally speaking, researchers differentiate between two main evaluation purposes, *general purposes*, which include evaluation for the purpose of accountability, evaluation for the purpose of curriculum development, and evaluation for the purpose of self-development; and *specific purposes*, i.e. evaluation of the classroom learning materials (textbooks) (Rea-Dickins, 2000:27). Hence it is not only the old printed

textbooks but also the new textbooks that should be judged, to see what they might be good for and in what situations they could be expected to be successful (Cunningsworth, 1995).

Finally, before starting any evaluation, we should consider the types of evaluation, the criteria of each type, and the ways we can use each type for our analysis.

1.2.2. Types of evaluation

Evaluation differs in purpose, in personnel, in formality and in timing (Tomlinson, 2003:23). So, all these parameters bring about different types of evaluation. With reference to this matter, some scholars (Sheldon, 1988; Cunningsworth, 1995; Lynch, 1996; Tomlinson, 2003) divide the evaluation process into three stages (i.e. into two types): *pre-use*, *in-use*, and *post-use*. They mostly bring examples from the domain of evaluating textbooks; however, these types of evaluation may occur in other cases as well (for example, evaluation of language teaching methods, material evaluation, etc.).

Defining the *pre-use* evaluation, Cunningsworth (1995:15) supports the idea that “evaluation can take place before a textbook is used, during its use and after its use, depending on the circumstances and the purposes for which the evaluation is being undertaken”. The scholar adds that the most common type of evaluation – *pre-use* evaluation is also the most difficult one, as there is no actual experience of using the book for us to draw on. In this case we are observing the future/potential performance of the textbook. As for Tomlinson (2003:23), the *pre-use* evaluation is about predictions for the potential value of materials for their users.

The second type of evaluation is *in-use* evaluation, which refers to material evaluation whilst the material is in use (Cunningsworth, 1995:14); for instance, when a newly introduced textbook is being monitored or when a well-established but ageing textbook is being assessed to see whether it should be considered for a replacement. Tomlinson (2003) terms this type of evaluation a *whilst-use* evaluation and claims that this type of evaluation involves measuring the value of materials whilst using them or whilst observing them being used. This type of evaluation can perfectly fit textbook writers (if they have access to EFL classes) and, of course, teachers who can organize their evaluation process in a planned and structured way. Thus, Tomlinson (2003:25) suggests the following list of points that can be measured during the whilst-use/in-use evaluation:

- Clarity of instructions;
- Clarity of layout;
- Comprehensibility of texts;
- Credibility of tasks;
- Achievability of performance objectives;
- Potential for localization;
- Practicality of the materials;
- Teachability of the materials;
- Flexibility of the materials;
- Appeal of the materials;
- Motivating power of the materials;
- Impact of the materials; and, finally,
- Effectiveness in facilitating short-term learning.

At first sight, the above list may seem to be too broad and somewhat unrelated to the evaluation of textbooks. However, if we remember that up to now a textbook has played the roles of a curriculum instructor, a teacher guide, and a most commonly used EFL material, all the doubts will dispel. Finally, *post-use* evaluation provides retrospective assessment of a textbook's performance and can be used to identify the strengths and weaknesses which emerge over a period of continuous use (Cunningsworth, 1995:14). It should be considered as the most valuable type of evaluation as it can measure the actual effects of materials on the users (Tomlinson, 2003:25). This type of evaluation can help to decide whether to use the textbook in the future or not. It is particularly important with respect to the short self-contained courses that repeat from time to time.

According to Sheldon (1988:245), when a textbook is selected its success or failure can only be meaningfully determined during and after its period of classroom use by ignoring the *pre-use* evaluation. Additionally, Lynch (1996:5) distinguishes *external* and *internal* evaluation: by external evaluation he understands evaluation that can be fulfilled by an external person who is not involved in the language teaching process, whereas internal evaluation involves programme staff, teachers, administrators, etc. As to Lynch (1996:5), external evaluation is carried out for the sake of revealing the programme's success and its greater productivity, whereas internal evaluation is useful for taking advantage of the close understanding of the programme context by teachers, programme staff, and others involved in the teaching process. However, we may not agree with external evaluation because someone not involved in the teaching and learning process can hardly give any sensible appraisal of any of its components. As

regards the evaluation of textbooks, nothing can be evaluated or assessed until it is fully used.

Another important type of evaluation is a teacher-led evaluation which emphasises the active and purposeful participation of teachers in this process (Rea-Dickins and Germaine, 1992; Weir and Roberts, 1994, Kiely, 2001). Thus, today, evaluation has reached the point when not so much the authors or the stakeholders or the principals of educational institutions should do the evaluation but mainly the teachers should do it themselves... (Tomlinson, 2003:73). Moreover, emphasising the importance of a teacher-led evaluation, Rea-Dickins (2000:67) states:

“It is important for users of an innovation to be involved in its evaluation. Firstly, the ELT practitioners know their context well, in many cases better than an external evaluator. The expert may know what questions to ask and how to obtain the relevant information, but teachers with experience gained over long periods of time have the advantage of being better able to explain and offer different and relevant interpretations of various classroom phenomena”.

In the textbook selection process, teachers need to consider the equilibrium between the curriculum, the textbook and the practical issue of its usability by teachers and the students. Once a textbook has been selected, teachers need to analyse the resources in the textbook, to create a plan for daily lessons and for the whole course. This will help them both to adapt and to supplement what is already in the textbook in the most efficient way (Bird and Schemann, 1991:391). In other words, prior to using a textbook, a teacher needs to read the whole book from start to finish, including any appendices (Bird and Schemann, 1991:385). This is quite obvious because no published textbook will perfectly fit a particular teacher and a particular class of students in a particular setting. Teachers should expect to both adapt and supplement textbooks using principled approaches (Bird and Schemann, 1991:387). All in all, “... evaluation is important for the teachers because it can provide a wealth of information to use for the future direction of classroom practice, for the planning of courses, and for the management of learning tasks and students” (Rea-Dickens, 2000:3).

Thus, teacher-led evaluation has an unprecedented role in effective EFL teaching, since the teacher is a key classroom player who deals with in-class interaction and language teaching. A teacher-led evaluation takes aspects of a planned or intended curriculum as a focal point. The reasons for a particular focus may derive from concerns about effectiveness or efficiency, that is, the extent to which aspects of the programme promote learning as

intended, or represent a good use of resources (Kiely and Rea-Dickins, 2005).

1.3. Why do we evaluate textbooks?

A number of scholars have recently started writing textbooks for EFL classes and today we have a huge variety of textbooks in the marketplace. However, not all of these textbooks fit the standards of auspicious language learning and often they do not bring about the expected results. Thus, awareness of evaluation as a dimension of English as a foreign/second language (EFL/ESL) curriculum has increased substantially (Kiely, 1998:79). Factors contributing to the enhanced role of evaluation include a shift from rigidly defined programmes to more pedagogical approaches (Kiely, 1998:79). Even if nowadays a few books have appeared on language teaching programmes, still the comparison with the textbook production is very unfavourable as dozens of titles appear annually (Beretta, 1992:5). In one word, scholars working on textbook evaluation cannot catch up with the huge mass of annually produced textbooks.

So, why do we need to evaluate textbooks? Presently, among the plethora of EFL materials and textbooks in the marketplace, one of the main concerns of language instructors and stakeholders is to select a textbook that will meet the average requirements of EFL students. It often happens that the university selects a textbook but neither the students nor the teachers can use it. The major complaints might be that the level of the textbook does not fit the learners, that the content is boring, or, simply, that an inappropriate methodology is used for the presentation and practice of the language. Thus, to prevent such situations, the most popular international textbooks should undergo evaluation. Since the present book deals mainly with the teaching of grammar, our evaluation will focus on the teaching of grammar in the selected textbooks. Thus, the textbook evaluation may be conducted with different purposes in mind: in our case, the main objective is to assess the methods of grammar presentation, teaching and practice used in the contemporary textbooks. Moreover, we will evaluate the activities and techniques used for grammar practising purposes.

All in all, evaluating and selecting textbooks for language instruction is a complex process carried out in different ways in different settings (Bird and Schemann, 2012:381). The main goal of ours is to find out about those methods of grammar teaching that have already faded away and have no potential to assist in present-day grammar learning/teaching.

CHAPTER TWO

GRAMMAR TEACHING APPROACHES AND TECHNIQUES

2.1. Definition of grammar and its role in the learning and teaching of a foreign language

Language has always been a matter of consideration, and today many scholars (Corder, 1988; Rutherford, 1988; Krashen 1992) agree that language is a rule-governed behaviour and not a matter of habit formation. According to Corder (1988:133), learning the grammar of the language is acquiring the ability to produce grammatically acceptable utterances in the language. Thus, even some recent approaches to language teaching which emphasise its communicative aspect do not ignore the relevance of grammar. Due to its indisputable essence, grammar should be considered as a highly important matter to be taught to the students.

However, before discussing this issue any further, we should explain what we mean by grammar. To answer this question, it is important to remember that the word grammar traces back to the ancient Greek *grammaticos*, which means the “art of letters”, i.e. to draw or to write. Still, in the present-day interpretation, the word grammar has various meanings (Quirk *et al*, 1985:12) and everyone understands it in his/her own way. Therefore, Huddleston (1984:12) writes that the grammar of the language may be understood to be a full description of its form and meaning; whereas Batstone (1994:3) states that grammar is an immensely pervasive phenomenon and that language without any grammar would be chaotic. At the same time, grammar is sometimes considered to be an integral part of a language, and the more we learn it the better we acquire the language. According to Ur (1988:4), grammar may be roughly defined as a way a language manipulates and combines words in order to form longer units. However, in my opinion there is no better definition of grammar than one that calls it a systematic description of a language. If we turn to grammar books or even textbooks, we will clearly see that grammar has acquired a systematic form of representation, beginning from elementary and going

through to advanced levels. When learning a foreign language, we realize that in our minds the knowledge of grammar represents a hierarchical system, from the simplest constructions to the most difficult ones. For instance, let us remember the grammatical tense forms which in our minds are presented in a scaled form starting from the “present simple tense” and terminating with the “perfect continuous tense”, i.e. when one tense builds upon another. Thus, grammar is a complex system, the parts of which cannot be properly explained in abstraction from the whole, and in this sense all parts of grammar are mutually defining, and there is no simple linear path we can take in explaining one part in terms of another (Quirk *et al*, 1985:37). Consequently, grammar is not a fragment of any knowledge; it is a whole system that may give a complete picture of a language. Broughton (1990) compares grammar to a human body, a motorcar engine or any mechanism, saying that grammar is a major system of any language. No doubt, this comparison is very true, as one can hardly imagine learning a language or even speaking a language without knowing its grammar. Since the knowledge of grammar is essential for competent users of a language, it is clearly necessary for our students (Harmer, 1991:22). According to Widdowson (1988:147), grammar is the name we give to the knowledge of words that are adapted and arranged to form sentences. Thus, being a system or an engine of any language, grammar is vital, and our purpose as teachers is not only to show the students “what language means but to show them how it is used” (Harmer, 1991:22).

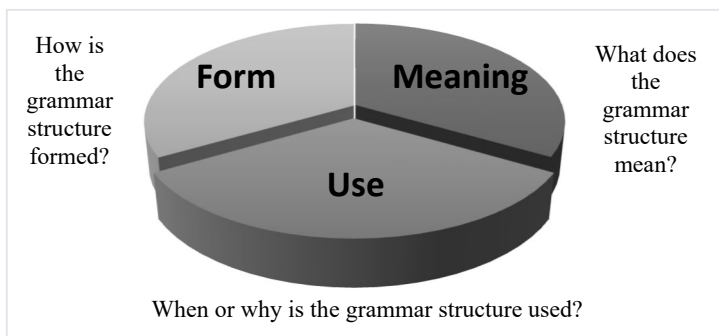
Conversely, there also exist other views towards grammar teaching. With the appearance of such approaches to language teaching as functional and communicative ones, today one of the biggest problems in the teaching of English is avoidance of its grammar. It is believed that substitution of grammar with four language skills, i.e. with reading, listening, speaking and writing, may be enough to acquire a language. In the light of this, many textbooks try to minimize the number of grammar occurrences in them. Moreover, some present-day scholars and teachers insist on a complete avoidance of grammar in the curriculum programmes. However, I can hardly believe that any learner of English can be accurate and fluent in the production and even in the perception of the language without knowing its grammar. Thus, the status of grammar teaching in English foreign language (EFL) classes has become a subject of debate: on the one hand, some scholars, teachers, language instructors and even textbook writers insist on its completely vanishing from the curriculum and the textbooks, whereas for others: “there is no doubt that languages contain grammatical elements which should be taught to students. The only question here is analyse up to what extent should these elements be learnt and taught overtly, and

independently of the various other features of a language” (Shepherd *et al.*, 1984). In this respect, I can name a lot of reasons for not excluding grammar from the curriculum programmes or from the textbooks. One of them is teachers’ unpreparedness for “grammar-free teaching”. A complete disappearance of grammar from the teaching programmes may simply puzzle language instructors. Moreover, I can hardly believe that vocabulary acquisition, perception of pronunciation or understanding of the usage of the four language skills without any knowledge of grammar will enable accurate and fluent language use. Even less can I imagine the students being able to completely grasp the correct language structures found in written texts, listening tracks, exercises or even during in-class and out-class oral interaction. The greatest challenge will be the application of a “grammar-free” method to teenagers or university students who are the bearers of traditional language teaching/learning, where the teaching of grammar has always played a crucial role. In the very near future, the potential learners of a “grammar-free” method might be the kids, who have never been faced with traditional language learning. Yet there are still some doubts regarding the teachers, who will not be able to ignore grammar teaching for the sake of new trends. Moreover, textbook writers will have to refresh their textbooks, reformulating instructions and making them more content-oriented with the emphasis on a task-based approach. As a result, such a complete shift to a “grammar-free” method might seem attractive but is almost impossible in its accomplishment.

In the last few years there has been another tendency, to separate grammar from all other language elements and to give it a separate status. Even if some twenty years ago grammar in textbooks was presented within the sections of reading, listening, writing and even speaking, today it stands isolated and often, in some textbooks, does not interact with the language skills. On the one hand, such propensity might seem positive since more time and more attention is dedicated to grammar teaching; on the other hand, we understand that grammar should not be divorced from the context and must go hand-in-hand with the language skills. Thus, according to Shepherd *et al.* (1984), the separation of grammar from other language elements may be desirable during a particular phase in the learning cycle where formal systems are being focused on for introductory or remedial purposes. Corder (1988:133) considers that the teaching of grammar is intricately bound up with the teaching of meaning and that it is not sufficient merely to enable the learner to produce grammatical sentences, as students must know when and how to use them. Hence, being in connection with meaning which is present in all language skills, grammar should not be divorced from other language teaching elements. The same

idea is supported by Larsen-Freeman (2012:257) as she challenges conventional views of grammar. That is, instead of simply analysing grammatical forms, she includes grammatical meaning and usage. Then, building on what is known about the way grammar is learned, she offers ways to teach grammar in keeping with contemporary theories and the need to “focus on form” within a meaning-based or a communicative approach. This theory is illustrated by the author in the following figure:

Figure 2-1: A three-dimensional grammar framework by Larsen-Freeman (2012:251)



According to this three-dimensional grammar framework,

“...it is not helpful to think of grammar as a discrete set of meaningless, decontextualized, static structures. Nor is it helpful to think of grammar solely as prescriptive rules about linguistic form, such as injunctions against splitting infinitives or ending sentences with prepositions. Grammatical structures not only have (morphosyntactic) form, they are also used to express meaning (semantics) in context appropriate use (pragmatics)” ... (Larsen-Freeman, 2012:252).

Thus, it is not enough to teach students the form; it is also necessary to explain the meaning of this form as well as its use. By applying such a grammatical framework to different grammatical patterns, we can totally achieve the communicative approach in the language teaching domain.

2.2. Approaches to the teaching of grammar

Over the years second language teaching has undergone many fluctuations and shifts (Celce-Murcia, 2012:2); yet the teaching of grammar has remained unchanged. Williams (2005:41) claims that the real question

is not why we teach grammar, but how we do it; that is, are we teaching it effectively? What constitutes best practice? To answer these questions, it is important to focus on the ways of grammar teaching. Despite the fact that some scholars (Antony, 1965; Celce-Murcia, 2012) differentiate such terms as approach, methods, ways and techniques (of grammar teaching), I will use the terms “method” and “approach” as synonyms for the concept of grammar presentation.

At present, with the appearance of in-class technology as well as the communicative approach to the teaching of grammar, we face new possibilities for its presentation and practice. Due to this, most of the traditional/old methods for the teaching of grammar should be cardinally revised. Moreover, today, many EFL teachers have become flexible and may easily modify grammatical tasks and activities making them more updated and target-oriented.

Ellis (2003:127) contends that any single task can be performed in a number of different ways, depending on how the speaker, i.e. teacher, orients to it, and the prior knowledge and skills they [students] can bring to bear. Hence, the availability of technology and communicative methods as well as the teacher’s flexibility make it possible to refresh the approaches applied to the present-day teaching of grammar. Moreover, according to Ur (1988:6), any generalization about the “best” way to teach grammar – what kind of teaching procedures should be used, and in what order – will have to take into account a wide range of knowledge; skills that need to be taught, and the variety of different kinds of structures subsumed under the heading “grammar”. Thus, considering the present-day grammar teaching, it would be more relevant to quit old and shabby traditions and to create new standards and possibilities for successful grammar teaching.

Celce-Murcia and Hills (1988:5) hesitate to recommend a single approach or method for the teaching of grammar, as students have different learning strategies and styles. Thus, these scholars differentiate between two strategies: analytical and holistic. When using the first one, students consciously or unconsciously extract paradigms from the examples, whereas holistic learners learn best by doing little or no analysis. On the one hand, this kind of flexible approach when based on the learners’ needs, abilities and interests may cause successful teaching and learning of a language. On the other hand, it might be a pressing and fairly time-consuming issue for teachers to get to know each student individually and to find the right “key” to each of them. The analytical and holistic strategies are particularly difficult to apply to textbooks. Thus, the writers of textbooks should think of alternative methods and techniques for grammar presentation and practice which will fit both teachers and learners.

2.2.1. Explicit versus implicit grammar teaching

Ellis (2003:105) traditionally distinguishes between implicit and explicit knowledge in the following way: implicit knowledge refers to that knowledge of the language that a speaker manifests in performance but has no awareness of. Explicit knowledge refers to the knowledge of language that speakers are aware of and that can be verbalized.

So, what do we mean by an *explicit approach* to grammar teaching? If we go back to the nineteenth century, we will probably remember that Henry Sweet was a supporter of “complete grammar assimilation” and “learning grammar by heart”. Sweet (1891) favoured the learning of the paradigms and syntactic rules which constitute part of the grammar-translation method. Later on, in the twentieth century, Sharwood-Smith (1988) refers to traditional grammar teaching in which grammatical constructions are explained by the use of grammar terminology. However, today, many teachers may witness that a greater part of the grammar rules are learnt in vain: students know the rules but these rules do not assist them in fulfilment of a communicative function. I believe many teachers will agree that students normally acquire those grammatical patterns that do correspond to the patterns found in their L1 (mother tongue). A good example of this might be the teaching of the past simple tense and the present perfect to Azerbaijani- or Russian-speaking students. I should point out that the perfect tense in these two languages carries a totally different grammatical meaning and would never correspond to the one that appears in English. Moreover, two sentences in English with the same lexical meaning but different in their grammatical tense form usage (simple and perfect) will have identical translations in both the Russian and Azerbaijani languages, corresponding only to the past simple.

E.g. English: 1. *I did it.* vs. 2. *I have done it.*

Russian: *Я это сделал.* for 1 & 2

Azerbaijani: *Mən bunu etdim.* for 1 & 2

Both the past simple and the present perfect verbal forms are translated into these two languages in a similar way, i.e. by means of the same verbal construction which is used to express the action in the past. Thus, very often, students ignore the present perfect as they do not find any connection of this form with that of their mother tongue and at the same time the perfect construction (*have/has + verb 3 (-ed)*) seems to be much more complicated in comparison with the simple past. In this case, the present perfect remains in the students' mind as a mathematical formula, or simply disappears with

time because learners cannot properly use it. Therefore, we should not overlook the diversity of methods, and select those that will be of most benefit for teaching the students. In turning to the traditional approach to grammar teaching, it provides a robot-like rule learning which later cannot be properly used in a real situation, i.e. along with such abilities as understanding or remembering, the learner should use their intuition and their capacity to infer the information.

As regards *implicit* grammar learning, a consciousness-raising approach can be a good example of it. In order to speak about the consciousness-raising ability of an adult learner, it is important to compare an adult learner to a child learner. There are many studies (Anderson, 1985; Sharwood-Smith, 1988; Bley-Vroman, 1988; Shmidt, 1990) addressing the ability of both adults and children to learn grammar and foreign languages. It is believed that different age groups treat the learning of a language quite differently. According to Sharwood-Smith (1988:53), “the fact that a young child may not have a hypothetical possibility to the same degree, that is, learning via explicit knowledge, puts them at a disadvantage when compared with the mature learner” which means that a person at an early age lacks the ability to elicit the information. Hence, an explicit method of teaching could be much more convenient for a child. On the contrary, the ability of an adult person to analyse makes it easier for him to get any sort of information implicitly (Bley-Vroman, 1988:19); in our case we talk about grammar learning. Thus, at different stages of our life, mainly as we get older, our potential to acquire any sort of information fades away giving way to such abilities as learning, comparing, analysing, understanding, contrasting, etc. These abilities are essential for adult EFL learners. Accordingly, this should urge the textbook writers to find appropriate grammar teaching methods for their future editions.

Alternatively, Chalker (1984:7) claims that rules are somewhere there in the language more or less ready formulated waiting to be dug up, and it may be quite natural to learn languages in a purely intuitive manner, i.e. implicitly. However, how long will it take to obtain a sufficient amount of implicit knowledge and the appropriate skills for using it? (Sharwood-Smith, 1988:52). I remember my case of learning a foreign language at an adult age. Obviously, it would be completely impossible to acquire the whole “course of grammar” without any explanations just by making some inferences or using my own intuition. Thus, the danger of a purely implicit method is that grammar may be presented as a collection of fragments (Chalker, 1984:7) and not as a whole course. Consequently, two main approaches “implicit and explicit” seem to be opposing each other, each of them having their pros and cons.

According to Bialystok (1978:70), explicit knowledge, broadly speaking, denotes a conscious analytic awareness of the formal properties of the target language, whereas implicit knowledge means an intuitive feeling for what is correct and acceptable.

Despite the importance of the both grammar teaching approaches, explicit and implicit, I will support the claim of Sharwood-Smith (1988:52) who says that it is notoriously difficult to deny adult learners explicit information about the target language (TL), since their intellectual maturity as well as their previous teaching/learning experience makes them cry out for explanations. This definition once again emphasises the unpreparedness of present-day students and teachers to avoid overt grammar explanations and drills. Finally, Ansarin (2012:11) thinks that learners can benefit from explicit knowledge indirectly and/or directly.

While stressing the significance of implicit and explicit grammar teaching, Ur (1988:4) treats it from a different perspective. According to this scholar, there is no doubt that knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together. However, recently, there have been some discussions on the following questions: do we have to have “grammar exercises?” Isn’t it better for learners to absorb the rules intuitively through “communicative” activities rather than being taught through special exercises explicitly aimed at the teaching of grammar? However, the problem with present-day students and, more particularly, with university students concerns the student’s commitment to facing pure communicative activities, excluding grammar exercises and drills. I wonder if it could be possible, for instance, to practice the *present perfect* versus the *past simple* by using the communicative activities only. Based upon the experiment described in one of my research projects (Mammadova, 2015), the answer will probably be “No”, because, first of all, the current generation of teachers is not ready to move to a totally communicative approach of grammar presentation and practice. Moreover, from the very first day of primary or secondary school, students encounter overt (explicit) grammar explanations. That is why an implicit grammar teaching approach should be gradually incorporated (inculcated) into the classes.

Additionally, L2 learners, particularly the older ones (older than 20), might benefit from the explicit teaching of grammatical rules and patterns. One option for implicit rule instruction is to use a consciousness-raising task, in which it is the student’s job to induce a grammatical generalization from the data they have been given (Larsen-Freeman, 2012:265). However, to go into further details, we should first make a distinction between traditional and recent grammar teaching approaches.

2.2.2. Traditional grammar teaching approaches

Based on the grammar teaching methods that are frequently found in English grammar books and in textbooks, I will conventionally divide them into traditional methods of grammar teaching, which were used before the 21st century and which have had their impact till the present day, and more recent approaches that had appeared by the end of the 20th century into the beginning of the 21st century, as a demand to adjust to a new wave of contemporary language teaching which stems from communicative approaches to language teaching in general. I will first start with the discussion of the traditional grammar teaching approaches which I consider fundamental in general grammar teaching, and then move to the most recent ones.

Traditional grammar has been used in English classrooms for generations, so it is what we normally do in our English classes (Lester, 1990:340). Williams (2005:50) considers that school grammar is traditional grammar since it is concerned primarily with correctness and with the categorical names for the words that make up sentences.

2.2.2.1. Grammar-translation method

One of the traditional methods is the *grammar-translation* method. It is not accidental that I start from the grammar-translation method as this method has been widely used by many EFL teachers and seemed to be the most acceptable and safest one in contrast to other methods till the beginning of the 21st century. Even today, when there is so much done in the field of English language teaching, the grammar-translation method remains one of the most preferred ones among teachers of the older generation. Of course, having a peculiarity to occupy the whole lesson, the grammar-translation method is easy to apply in the class. Yet, as for Kelly (1969:53), teaching students grammar by means of the grammar-translation method should not turn into the “skill which is equated with the ability to conjugate and decline”.

Rutherford (1988:17) defines the grammar-translation method as a pedagogical step to teach the language by translation between the known language (mother tongue) and the target language. Thus, it is enough to translate some sentences or a piece of text to occupy all your class time. However, how plausible is it to learn a language via translation? I have already mentioned elsewhere (Mammadova, 2016) that today, when we deal with a huge number of international students in our classes possessing different L1s, it is extremely inconvenient to use the grammar-translation

method. Moreover, the use of L1 in the class will simply prevent students from the necessity to use English.

Another reason not to use the grammar-translation method in present-day classes lies in the study of some specific phrases: e.g. “She is always *on the go*”, or “I *can't help thinking* of you”, etc. Students who learn such structures via translation are at risk of not understanding their actual use in English. Often when learning grammatical structures through the grammar-translation method, students become the hostages of the learnt models and later cannot use these structures in a meaningful production, i.e. in a real and natural communication. Consequently, the grammar learning process turns into a rote learning of paradigms and the syntactic rules and their mechanical repetition. The most frequent cases of the grammar-translation method can be observed in local textbooks, often designed by non-native (local) English-speaking linguists. One of those examples is the book written by Russian linguist Arakin, who believed in the power of translation. For example, in his *Practical Course of the English Language (Практический курс Английского языка: 1998)* designed for fourth-year university students, we can find a lot of examples based on the grammar-translation method. For instance, on page 177 (see Figure 2-2):

Figure 2-2 Sample exercises from *Practical Course of the English Language*

12. Translate the following sentences into English using the phrases and word combinations:

1. Когда мне нужно принять какое-либо решение, я всегда сначала думаю о семье, а потом уже о карьере.
2. Они используют самое современное оборудование и вычислительные машины.
3. Эта рукопись восходит к XIII веку.
4. Учителя в Англии жалуются на то, что им мало платят и к ним плохо относятся.
5. К сожалению, вас неверно информировали.
6. Сначала он был уверен, что сможет бросить курить, как только захочет, но потом понял, что он уже очень сильно пристрастился к сигаретам.
7. Закон вступил в действие в 1976 году.
8. Я не умею шить, да и к тому же я не вяжу.

Hence, there are numerous examples that may illustrate the *grammar-translation* method in local textbooks. Regarding this, the grammar-translation method became such a stable method of grammar teaching that even today some of the teachers cannot get rid of its influence. In the light of this, Rutherford (1988:17) pointed out that the continued enrichment of the grammar-translation method saw a gradual loosening of the relationship between literary models and grammar study.

Finally, the *grammar-translation* method has one important peculiarity: it allows the use of the mother tongue, which facilitates students' and some teachers' class participation, but sadly impedes the students' accurate and fluent use of English, which should be later transmitted to the real life communication.

2.2.2.2. Rules learning and error correction

Another method of grammar presentation is *grammar teaching through rules learning and error correction*. Ruin (1996:110) suggests that a straightforward form-function relationship is an important factor in the success of classroom interaction. However, Larsen-Freeman (2012:264) states that the students might know the rules but might not necessarily apply them while communicating. Due to this, grammar instructions not only need to promote students' awareness but also need to engage them in a meaningful production. This scholar also contends that the proper goal of grammar instruction should be "grammaring", i.e. the ability to use grammatical constructions accurately, meaningfully, and appropriately. The main goal for us, as teachers, is to be able to combine all the teaching approaches to achieve students' accuracy, meaningfulness and appropriateness, which they will later apply while communicating.

However, the major shortcoming of these two methods, i.e. grammar-translation and rules learning and error correction, is that both of them may bring language learners to idealization. Very often the learners encounter numerous cases of idealizations which later turn out to be totally wrong. According to Batstone (1994:13), this happens most often with prescriptive statements about grammar, statements which tell us under which conditions a form may or may not be used. Batstone (1994:13) also adds that there was a time when almost all pedagogical grammars provided rules for the use of *some* and *any* along the following lines: "*Some* is mainly used for affirmative sentences whereas *any* is used with interrogatives and negatives". Thus, there are a lot of examples of this nature which bring about a wrong idealization and, later on, create misunderstandings and language misuse. Another question is whether idealization should be completely avoided in EFL classes. Batstone (1994:21) suggests that, unlike learners with a low level of English language competence, students at an advanced level can easily deal with idealization. In this respect, Batstone (1994:24), contends that:

"Grammar is the great systematizing force of language, allowing us to be endlessly creative with a finite set of resources. But we can represent this system more or less broadly, rising idealizations which are more or less

finely tuned. For learners, idealizations provide a rough-and-ready map which sketches out some of the main routes through the tricky terrain of forms and their meanings. A map which is too detailed will confuse the learner and thus fail in its primary purpose: to be guided, but a map which is too idealized will fare no better”.

There are many tasks on *rules learning and error correction* in early textbooks. One of the best examples of *rules learning and error correction* activity can be found in *Headway Advanced* (1994). On page 93, for example, we can find an exercise where the students have to fill in the gaps with the correct forms of the verb, or have to combine two sentences using the appropriate conjunction. The next stage of such an activity is to correct the errors, discuss and explain the forms and their usage.

We probably all remember that in old textbooks there were dozens of activities when students first learnt the grammatical pattern and then did some exercises that required the insertion of the learnt pattern(s) into the spaces. This was usually followed by an error correction activity (either peer-correction or student-teacher correction). Hence, most of the students kept the rules in their minds by doing a lot of exercises which turned into repetitive drillings and later on discussed their own mistakes. It is not random that I selected the *Headway* to demonstrate some of these activities. Till now it remains the oldest and the most common textbook around the globe.

Eventually, an error correction method may not properly work with those grammatical patterns that have no paradigms. To illustrate, let us compare the learning of nouns (singular and plural form), i.e. *table* and its paradigm *tables*, and the learning of prepositions, i.e. the preposition *in* that has no paradigm. For example, prepositions that have no alternatives but should often be classified according to place, time, etc. should simply be remembered. Any error correction activity will immediately confuse the learner. That is, to learn prepositions it would be enough to remember their use and occurrence in the context. Whereas while learning the singularity and plurality of nouns, working on errors will definitely strengthen the learner's knowledge and understanding of the structure form and its use.

Thus, the rules learning and error correction method should not be eliminated from textbooks but should be applied when necessary. To do so, we need to test various grammatical topics and see which one will best fit this grammar method.

2.2.2.3. Teaching grammar in context

Another traditional method of grammar teaching is *grammar in context*. Different scholars remain ambivalent about the idea of “context”, mainly referring either to a written context or to a spoken one. Celce-Murcia (2012:8) suggests teaching all aspects of grammar in context. However, how practical may this be? Here again, the question of curriculum imbalance comes into being. We should clearly understand which grammar patterns we want our students to elicit from the text, because any text is itself a combination of structure and meaning. Moreover, just as the vocabulary possesses both connotational and denotational meaning, many grammatical structures do not always retain the same grammatical meaning when used in various contexts. For example, the use of the present progressive has different usage possibilities, i.e. it can be used to denote some future plans, an action in progress or even some current changes. For example:

I am talking to you! (action in progress)

Tomorrow we are meeting with our classmates. (future intention)

Nowadays, technology is developing day after day. (current changes)

There is a huge number of such multifunctional patterns in English grammar; that is why the teaching of grammar in context should be applied with caution.

As to Lakoff (1969:117), the text will be rationally oriented – it will encourage students to ask themselves why sentences are right or wrong. Weaver (1996:148) draws parallels between grammar teaching through context and grammar teaching through error correction. According to this scholar, it is possible to teach grammar by writing essays and then discussing the errors that occurred in these pieces of writing. However, I wonder if students with a low level of English language competence are capable of writing a meaningful text. My doubts are based on a number of arguments: first of all, students possessing low levels of language competence are not able to produce long and relevant utterances (their vocabulary is poor and they have insufficient knowledge of grammar to construct long sentences). Moreover, the structures used by the students will not always correspond to the level and targets of the EFL teaching programme. Finally, each student will have different types of grammar errors, and the correction and, more particularly, the explanation of all these errors can take ages. Harmer (1991:57) suggests that students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context. Thus, A1 and A2 level

textbooks, for example, may include contextual grammar but as a part of perception skills, i.e. via listening or reading. At some higher stages of English language learning (B2, C1), students may be required to produce a text using the grammar-oriented patterns (production).

Additionally, Harmer (1991:57) points out that often the textbook might have all the previously mentioned characteristics and the teacher can confidently rely on the material for the presentation. However, what to do if the context of the textbook is not appropriate for classroom presentation in terms of the students' cultural backgrounds, their gender or even age peculiarities? In such cases we will have to create our own contexts for language use. However, not all teachers are able to create a particular context, as it is a time-consuming task that requires teachers' special abilities. Snow (2012:438) writes that the content was defined as the grammatical structures of the target language. In the audio-lingual method, the content mainly consisted of grammatical structures, vocabulary, or sound patterns usually presented in a dialogue form. McCarthy (1991:62) points out that a discourse-based approach to the teaching of L2 grammar gives importance to the written and spoken discourse segments within which grammatical points are presented or highlighted. It also helps to emphasise the role that grammar plays in "welding clauses", turns, and sentences in discourse.

All in all, the traditional methods of grammar teaching, even if old, should not be totally eliminated from general English language teaching. There is a large number of grammatical patterns and structures that can be best presented and practised via these old grammar teaching methods.

2.2.3. Most recent approaches to the teaching of grammar

Recently, in order not to teach EFL learners fossilized grammar rules but to help them properly use those rules while communicating, a lot of new grammar teaching methods have come into being. It is not random that Larsen-Freeman (2012) suggests that grammar instruction needs not only to promote students' awareness but also to engage them in meaningful production. Thus, apart from the traditional methods of grammar teaching, we can also refer to some alternative ones.

2.2.3.1. Consciousness-raising approach

There has been a tendency to lay stress on the natural language learning ability that every human being has, irrespective of colour or class (Sharwood-Smith, 1988:55). Year by year this tendency has been spreading

throughout the field of English language teaching, and it is now called a *consciousness-raising approach*. This approach to the teaching of grammar presumes that students respond to language by noticing particular features of grammar and by coming to conclusions that can help them organize their own perception of language (Palacios, 2007:4). Thus, according to Rutherford (1988:107), “by consciousness raising we mean the deliberate attempt to draw the learner’s attention specifically to the formal properties of the languages”. This scholar also points out that in this case formal grammar has a minimal or even non-existent role to play in language pedagogy. By this, Rutherford (1987:97) explains that successful learning does not occur in a vacuum; that what is to be learned, as yet unknown, must be linked in some meaningful way to what has previously been learned: the already known. In this respect, Ruin (1996:108) suggests the substitution of the consciousness-raising approach by enhancement and explains it in the following way: consciousness-raising implies a change in the learners’ mental state that we know very little about, whereas input enhancement suggests that we can manipulate the input, making no claims about the consequences of techniques designed to make input salient. However, this book deals with the grammar teaching methods applied in textbooks whose main target audience is learners from different countries, of different age groups, multiple cultural backgrounds and mental states. That is why it would be extremely unsafe to use the grammar enhancement method that relies on manipulation of the input. Such an approach should be seen as an alternative tool for teachers. As regards textbooks, they should incorporate this method with some caution.

When applying a consciousness-raising approach to the teaching of grammar, we should judge its worth for our students. I have already mentioned that grammar has acquired such a systematized and consecutive state that, if not learned consequently, it would look like something fragmented. By losing any of those fragments it will be much harder to understand more sophisticated patterns of the language. Rutherford (1987:57) describes it in a more accessible way:

“In much current language teaching where grammatical consciousness raising plays a role, the metaphor of language as a machine is an apt image for what is brought to consciousness. For just as with a machine-where it is the behavior of the whole- it is ostensibly the behavior of the language constructs that collectively determines the working of the formal language system as a whole, or so we are often led to believe. If in addition to the machine metaphor, however, one also brings into focus the image of language as an organism, and then the part-whole relationship is turned upside down: it is now the behavior of the whole that determines the

behavior of the parts. This is the relationship that will prove the more important to us as we continue to explore the implications of grammaticalization for consciousness-raising”.

At the same time, such an approach can be perfectly used by students with a high level of English language competence, mainly B2, C1 and C2, who already possess some language knowledge and are capable of analysing further grammatical patterns. Still, for students with a low level of language competence it will be hard to analyse something with no previous ground.

Grammatical consciousness-raising may carry an indispensable prerequisite in pedagogy and for this reason, according to Rutherford (1988:129), it should evoke two matters in teachers: “knowledge how”- i.e. how to bend the target language to a purposeful activity in the course of learning; and “knowledge that” - i.e. that language itself obeys sets of universal constraints upon the shape that any individual language may assume. However, once again, this is an approach to be adopted and applied by the teachers and not to be applied in the textbook.

Even if we consider the consciousness-raising approach for grammar presentation in textbooks, we should think of the tasks and activities that will fit the students. Thus, Ansarin (2012:14) suggests that direct consciousness-raising activities take a deductive approach while indirect consciousness-raising and grammar consciousness-raising tasks take an inductive approach, obliging learners to discover linguistic facts. Such an approach to the teaching of grammar, which is based on deductive and inductive methods, may easily find a place in the textbooks. Moreover, these tasks and activities should be well-balanced and focused on the development of students’ communicative skills. Finally, Rutherford (1988:11) expresses the same idea in a more complicated way, claiming that for a plausible accounting of second language learning one needs to delineate two kinds of coordinates or dimensions along which language development may be plotted. One of these dimensions, termed “analysed”, reflects the capacity of the learner at a given time to impose an unconscious structural analysis on received language data and thereby to render those data potentially usable in a commensurately wider grammatical context. The other dimension, termed “automatic”, reflects the extent to which the learner at that given time may have access to such analysed data and thereby register gains in the attainment of fluency.

All in all, the consciousness-raising approach to the teaching of grammar, if based on inductive and deductive methodology with appropriate task selection, may be quite suitable and beneficial for the students; in all other cases it is incomplete and biased and can prevent students from a favourable acquisition of grammar.

2.2.3.2. Communicative approach to grammar teaching

Apart from the consciousness-raising approach to grammar teaching, some grammarians also refer to the existence of a communicative approach. Long (1991:3), for example, proposes an essentially reactive approach whereby learners are primarily engaged in communication with only a brief digression to grammar when necessary. However, as to Quirk (1985:88), when thinking of grammar in communicative contexts, we notice that many variations of grammatical structure relate to the speaker's or writer's need to present the message in a form readily adapted to the addressee's requirements as interpreter. Harmer (1991:40) claims:

“Exposing students to language input is not enough: we also need to provide opportunities for them to activate this knowledge, for it is only when students are producing language that they can select from the input they have received. Language production allows students to rehearse language use in classroom conditions whilst receiving feedback from teachers and other students which allow them to adjust their perceptions of the language input they have received”.

Based on this idea, it is quite evident that language rehearsal, i.e. language practice, is as important as language input, which may be achieved by means of a communicative method.

Ruin (1996:112) maintains that the communicative approach to language teaching has emerged in opposition to too much explicit grammar teaching, and emphasises that it is possible to apply communicative principles to the teaching of grammar. Still, the communicative approach should be seen as the most essential approach to grammar teaching, considering that the grammar of the language is one of its integral details, and the general approach to language teaching itself is a communicative one. I guess there is no point in referring to the reasons why the communicative approach to language teaching has occupied such a solid position. I have probably mentioned before the presence of such extra-linguistic factors as integration, globalization and even the establishment of English as a lingua franca. However, despite the essence of present-day grammar teaching, many textbooks do not treat it seriously. This can be observed in the actual application of grammar in modern EFL textbooks, where the tasks and activities used for its drilling have not been carefully thought out.

In one word, the communicative approach to grammar teaching can be a good method to be considered by textbook writers and teachers, but it should still be applied selectively in regard to the grammatical patterns.

2.2.3.3. Task-based approach to grammar teaching

Another contemporary approach in grammar teaching is a *task-based approach*, which is of great interest for researchers and language teachers. The task-based research has been primarily concerned with production tasks, especially speaking tasks, and can involve any of the four language skills (Ellis 2003:37). However, how can we define a task? How does a “task” differ from other devices used to elicit learner language, for example an activity or an exercise or drill (Ellis 2003:2). Nunan (2012:457) defines task-based language teaching as a learner-centred instruction, process-oriented and with an analytical approach to syllabus design.

Ruin (1996:112) claims that there are two main ways of placing grammar teaching in a communicative framework: one is task-based grammar teaching and the other is form-focused grammar instruction within a communicative context. In this respect, accepting the classification of Richards and Rodgers (1986:72), Ruin (1996:113) distinguishes three main principles of task-based instruction:

1. The communicative principle: activities that involve real communication to promote learning;
2. The task principle: activities in which language is focused on carrying out meaningful tasks that promote learning;
3. The meaningfulness principle: a language that is meaningful to the learner supports the learning process;

Additionally, a number of scholars including Richards, Platt and Webber (1985), Nunan (1989), Ellis (2003) et al. define the notion of task as an activity that necessarily involves language, and suggest exercises such as making an airline reservation, placing an order, doing online shopping, etc. Conversely, Long (1985) refers to the tasks that can be performed without using language, for example, painting a fence. Hence, what is the point in doing the task if not using the language? One may not believe it, but even “fence painting” may be considered a useful task when learning a language/grammar. Just imagine: you asked your student to paint the fence. The next day, you ask him/her to tell you about the process, by this eliciting the smallest details which may range from the colours (levels A2, B1) to the time/tense when the action was implemented (B1, B2, C1). Hence, a task-based approach can be widely used by teachers and textbook writers irrespective of the level or the nature of the task (one that presumes real-time language use, or a silent one). The most important thing is to use a level-appropriate task considering the student’s knowledge and language

competence. Moreover, to extend the variety of tasks, we can think of any situation, real/authentic ones or artificial ones. Ellis (2003:3) contends that a task requires the participants to function primarily as “language users” in the sense that they must employ the same kinds of communicative processes. In this case, learning is incidental. In contrast, an exercise requires the participants to function primarily as learners; here, learning is intentional. Consequently, due to the fact that neither a teacher nor a textbook can constantly provide students with authentic situations, they can simply alternate the activities, transforming the students from “learners” into “language users” and vice versa.

Above all, Ellis (2001) refers to reciprocal and non-reciprocal types of task, where non-reciprocal tasks correspond to what is generally understood as a listening task. This is when, for example, learners listen to directions about the route to follow and mark this route on a map. This type of activity can definitely be applied in a textbook as a good way to learn and to practice some grammatical patterns. However, reciprocal tasks that require a two-way flow of information between a speaker and a listener, i.e. production tasks, are hard to use in textbooks especially when they are concerned with real-world situations. In this case we might think of the magic of technology, which I will focus on later.

Ellis (2003:17) also distinguishes between two types of tasks, i.e. focused and unfocused. The latter predisposes learners to choose from a range of forms but they are not designed with the use of a specific form in mind. A focused task has two aims: one is to stimulate communicative language use, the other is to target the use of a particular predetermined target feature. However, Ellis (2003:41) emphasises that both focused and unfocused tasks must meet all the criteria of tasks in general. One of the disadvantages of the task-based approach used in textbooks is that it lacks such features as authenticity, representativeness and reliability. Hence, the most frequent type of task-based grammar teaching approach in textbooks is the listening exercise. This instructs the students or indicates the accomplishment of a particular task. Sometimes the students have to role-play “artificial” dialogues. For example, on page 58 of *Headway Intermediate* (1997) the students are asked to listen to the interview and to take notes. In other words, students have to “accomplish a task”. Then, can we consider that all exercises of this nature, i.e. those which ask students to do something, are tasks?

Figure 2-3: Sample exercise from *Headway Intermediate***Listening:**

T.29 Listen to this interview about educating children at home. The interviewer talks to Bruce Cox, who is a member of an organization called *Education Otherwise*.

While you are listening, take notes under these headings.

- The reasons why Mr. Cox didn't send his children to an ordinary school.
- How his children's education is organized.
- The kind of alternative school they do go to.

Compare your notes with another student. Listen to the tape again to check

If so, how natural are these tasks when compared to those that want students to buy something or to show someone the way? In order not to get lost in all these different types, we should clearly differentiate between artificial tasks and real-communication tasks, the latter rarely occurring in most of the textbooks. With this in mind, tasks should become a matter of the teacher's in-class and out-class consideration. As for the textbook writers, they should reflect on different ways to incorporate tasks into their textbooks, since a task-based approach is one of the most practical and useful approaches in the language teaching domain.

2.2.3.4. Comprehension approach to grammar teaching

Another similar approach to task-based grammar teaching is the *comprehension-based approach*. According to Krashen (1992:411), the best way to increase grammatical accuracy is by means of comprehensible input. Ruin (1996:64) differentiates between two types of student knowledge, reflecting the contrast between automatic/acquired and conscious input. Possessing a somewhat implicit nature, the comprehension approach can be a good complement to the task-based model. Moreover, with regard to the function and use of each grammar teaching method, I would distinguish between those that are the best fit for grammar presentation and those that can be used for practising already acquired pieces of grammar.

According to Ellis (1999:68), it is possible to distinguish two broad types of input-based approaches to the teaching of grammar. In the first case, "enriched input" provides learners with an input that has been flooded with exemplars of the target structure in the context of meaning-focused activities. In other words, this instructional approach caters for incidental acquisition and what Long (1991 as cited in Ellis 1999:66) has referred to as a "focus on form". In the second case, in what has become known as a

“processing instruction” (VanPatten 1996 as cited in Ellis, 1999:68), learners are expected to pay conscious attention to a specially designed input in order to learn a specific target structure. This kind of approach invites learners to engage in intentional learning and caters for a “focus on forms”. In both cases learners are not required to produce the target structure. In the light of the above, I believe that the comprehension approach to grammar teaching might be a good method for teaching verbal tense forms, verbal aspects and some other complex structures. All in all, this method is strongly recommended to be used by EFL teachers and textbook writers.

2.2.3.5. The ungrammaticality approach

Lakoff (1969:125) suggests a very unconventional method of grammar teaching, terming it the *ungrammaticality approach*. Learners are given two structures, a grammatically correct one and a grammatically incorrect one, and are told to find the difference between these structures; and, later on, to explain which structure is correct and why. One of the examples that might illustrate the use of ungrammatical structure is the teaching of the present perfect in contrast to the simple past.

I met him in 1999.
**I have met him in 1999.*

The main goal in presenting the ungrammatical structure is to explain to the learners why we cannot use one structure instead of another. The teacher needs to explain the incompatibility of the second sentence and the reasons for using the past simple in the first sentence (case). Thus, the ungrammatical construction is used to underline the use of a grammatical one. This method can be applied to those grammatical structures that may have some functional similarities, but in fact, they are quite different.

However, very often there are cases when ungrammatical sentences may only confuse learners. For example, it would be completely wrong to give ungrammatical structures to students who learn prepositions of time, such as *in, on, at* as in the following examples:

At 5 o'clock
On Monday
In summer

In order not to confuse students, the above structures should only be given in their correct form. Yet we should not exclude the ungrammaticality

method of grammar teaching from the textbooks, since it can be used when presenting some other grammatical structures.

2.2.4. Grammar teaching methods: strengths and weaknesses

Before analysing the advantages and disadvantages of grammar teaching methods, it is essential to present all the grammar teaching methods in a table as follows (see Table 2-1).

In Table 2-1, we have distinguished between the traditional grammar teaching methods, which include *grammar translation*, *rules learning and error correction*, *teaching grammar in context*, and the more recent ones. Here are such methods as *the consciousness-raising approach*, *the communicative approach*, *the task-based approach*, *the comprehension-based approach*, and *the ungrammaticality approach*.

Table 2-1: Main traditional and recent grammar teaching approaches¹

Traditional approaches	Recent approaches
<i>grammar-translation method</i>	<i>consciousness-raising approach</i>
<i>rules learning and error correction</i>	<i>communicative approach</i>
<i>teaching grammar in context</i>	<i>task-based approach,</i>
	<i>comprehension-based approach</i>
	<i>ungrammaticality approach</i>

However, up to now I have just described all these methods without pointing out their strengths and weaknesses. In this respect, Sharwood-Smith (1988:52) writes:

“A basic problem in teaching is to know how one has to tell a learner about the language and what to do with the language and to what extent mere practice will invoke the appropriate learning mechanism to cope with the task in hand”.

However, due to the large number of grammar teaching methods, and particularly due to the lack of clarity in the correct and favourable use of each method, it is still difficult to highlight any of the grammar teaching approaches as none of them is ideal; i.e. one supplements another.

¹ This classification will be taken as a general reference for the whole book; therefore, the analysis that follow will be based on this taxonomy.

Thus, regarding the previously discussed methods of grammar teaching, the following table demonstrates the strengths and weaknesses of their application:

Table 2-2: Explicit and implicit grammar teaching approaches: strengths and weaknesses

General approach to grammar teaching	Strengths	Weaknesses
Implicit	<ul style="list-style-type: none"> • Provokes thinking and analysing abilities; • Grammar is not framed by rules and patterns. 	<ul style="list-style-type: none"> • Not all patterns can be grasped by students; • Grammar looks like a set of fragments; • Students are not accustomed to such an unusual approach; • Teachers have problems when selecting materials.
Explicit	<ul style="list-style-type: none"> • Availability of materials • Teachers are acquainted with materials. Grammar is structured. 	<ul style="list-style-type: none"> • Reduces thinking abilities; • Often results in learning the rules by heart; • The identically-structured tasks turn the lessons into a routine; • Students are more focused on grammar rules than on other language learning components such as vocabulary, pronunciation, orthography; • The other language learning skills remain in the shade.

Table 2-3: Traditional and alternative grammar teaching approaches: strengths and weaknesses

Methods	Sub-methods	Strengths	Weaknesses
TRADITIONAL	Grammar-translation	<ul style="list-style-type: none"> • Common for teachers; • Good for memorizing some key structures by heart 	<ul style="list-style-type: none"> • This method keeps students busy for most of the lesson; • It prevents students from engaging in other activities; • Frequent use of the mother tongue; • Prevents communication in English; • Classes become monotonous.
	Rules learning & error correction	<ul style="list-style-type: none"> • Good for discussion of argumentative grammar patterns; • Rules should be given as the last point when the students are totally unable to elicit or understand the grammar from context; • Peer correction is good for better understanding of material. 	<ul style="list-style-type: none"> • It cannot be applied to all grammatical structures; • Will prevent the implementation of other activities; • Will show the language as a set of rules detached from natural language; • Constant corrections may lead to students' discouragement; • It may lead to idealization.
	Grammar in Context (Discourse-based)	<ul style="list-style-type: none"> • Develops associative language learning; • Revises errors; • Learners have a chance to hear contextual native speaker talk (Listening). 	<ul style="list-style-type: none"> • Students with a low level of language competence are not totally capable of reading long texts, nor can they write long and meaningful essays; • Textbooks are not always appropriate for this approach.

ALTERNATIVE	Conscious-raising	<ul style="list-style-type: none"> • Provokes thinking and analysing abilities; • Grammar is not framed by rules and patterns. 	<ul style="list-style-type: none"> • Not all patterns can be grasped by students; • Grammar does not look like a consistent system but a set of pieces or fragments; • Students are not accustomed to such an unusual approach; • Teachers have problems when selecting materials.
	Communicative approach	<ul style="list-style-type: none"> • The tasks are interactive; • It meets the requirements of the present-day communicative language teaching. 	<ul style="list-style-type: none"> • Gives a vague impression of the grammar; • There is a tangible deficiency of activities in the textbooks; • Its excessive use will be monotonous; • It is not applicable for teaching all grammatical patterns.
	Task-based approach	<ul style="list-style-type: none"> • Increases motivation; • Provides the use of a real language; • It is interactive for students. 	<ul style="list-style-type: none"> • It will be appropriate for certain grammatical patterns; • It is inappropriate for the grammatical material for upper levels of language competence.
	Comprehension approach	<ul style="list-style-type: none"> • It is a good complement to the task-based approach; • It combines both explicit and implicit grammar teaching methods. 	<ul style="list-style-type: none"> • It is too biased; • Not applicable for all grammatical patterns; • Not too clear for teachers; • It has a deficiency of materials.
	Ungrammaticality approach	<ul style="list-style-type: none"> • Possibility of analysing different structures. 	<ul style="list-style-type: none"> • Useful for a limited number of structures; • May confuse students in choosing the correct structure.

The table above provides an overview of the main pros and cons of the methods presented, so that teachers can easily benefit from them.

2.3. Techniques, activities and resources for the teaching of grammar

A fairly typical view of what our language is made up of and how it is put together can often be obtained from an inspection of most English-teaching materials (Rutherford, 1988:180). As we deal with the different approaches to grammar teaching, we should not forget about the activities and techniques that are the essential instruments of grammar teaching methods. Harmer (1991:235) points out that the way the teacher behaves will change according to the nature of the activities. Consequently, the activities and techniques can be regarded as the major components (or determiners) of any grammar teaching method.

According to Ellis (2003:66), research based on listen-and-do tasks has shown that such tasks are effective both as listening comprehension devices and as a means of presenting new linguistic materials to students. Thus, there is a large number of techniques and activities that are used in EFL classes. However, the question is whether all these techniques serve a good function in the general grammar-learning/teaching process.

There is a number of common activities that can definitely be found in any textbook. Table 2-4 presents some of them.

However, some time ago, with the appearance of audio technology, the tasks became somewhat more interactive. For example:

- Listen and match the correct reply to each sentence (grammar-focused version);
- Listen to the sentences and decide if the speakers are referring to the past, present or future;
- Listen and choose the sentences....., etc.

Table 2-4: Common types of activities and techniques to be found in many textbooks:²

Fill in the blanks tasks	Error/Mistakes correction tasks	Raising grammar awareness activity	Sentence restructuring/transformation tasks	Matching activities
<ul style="list-style-type: none"> Put the (verb) into the correct form Fill in the gaps... Put the (verb) in the correct position in each sentence 	<ul style="list-style-type: none"> Underline the... Correct the sentences below Find the mistakes and discuss them 	<ul style="list-style-type: none"> Ask questions on... (particular grammar case) Read rules and do the following exercise 	<ul style="list-style-type: none"> Write the sentences using ... Rewrite the sentences using... Put the words in the correct order 	<ul style="list-style-type: none"> Match the items in column A with the corresponding ones in column B.... with ... Match the beginnings and ends of the questions

With the availability of computers and, more particularly, with the appearance of interactive boards in the classrooms, the task instructions happened to change their format. Students can now complete the activities in groups by underlining, highlighting, erasing, moving the symbols, etc. However, the instructions themselves have remained unchanged: for example, if earlier the students had to *fill in the gaps with the correct verb form*, now they are asked to *click on the gap and choose the correct form of the verb*. In fact, this new technological tendency did not change much from the point of view of grammar teaching techniques, but it increased students' motivation and interest in task implementation when compared to textbooks.

Ur (1988:9) suggests four main stages as regards grammar teaching techniques:

- Presentation (present text to a class where grammatical structures appear);
- Isolation and explanation (focus on grammatical structures themselves);
- Practice (series of exercises done both in the classroom and as a home assignment);

² The dots indicated in the examples may apply to any grammatical pattern of the target grammar.

- d) Test (learners do tests to demonstrate to themselves and to the teacher how well they have mastered the material they have been learning).

Moreover, Ur (2012:45) comments on the following grammar explanation techniques:

a) *Explaining statements*

- The teacher says the sentence in a normal way with a clear voice using correct stress and intonation. This may be done two or three times;
- The teacher isolates a particular feature of the model;
- The teacher distorts this feature showing how it is constructed;
- The teacher returns to the isolated elements;
- The teacher gives the normal model again.

b) *Explaining question forms*

c) *Using hands and gestures*

d) *Accurate reproduction:*

- choral repetition
- individual repetition
- cue-response drills

e) *Correction*

1. Showing incorrectness

a) Repeating

b) Echoing

c) Denial

d) Questioning

e) Expression

2. Using correction techniques

a) Student corrects student

b) Teacher corrects student.

Such a direct classification of grammar teaching techniques could have been highly appreciated some twenty or even ten years ago, but now, according to the already mentioned reasons, this approach to present-day grammar teaching may be considered as poor or even irrelevant. Still, we can use some of these explanation techniques including *the use of hands and*

gestures, correctness techniques and techniques showing incorrectness to facilitate grammar teaching in classes.

Additionally, Harmer (1991:60) suggests several ways to introduce new grammar: *lead-in, elicitation, explanation, accurate reproduction, and immediate creativity*, which he defines in the following way:

- During the lead-in the context is introduced and the meaning or use of the new language is demonstrated;
- During the elicitation stage the teacher tries to see if the students can produce the new language;
- During the explanation stage the teacher shows how the new language is formed;
- During the accurate reproduction stage students are asked to repeat and practice a certain number of models;
- When the students and the teacher are confident that the students can form the new language correctly, they will move to immediate creativity.

In fact, such a neat kind of approach to the teaching of grammar seems to be quite accurate and clear. However, today, some overt ways of introducing new grammar have become outdated, and the approaches to its actual teaching have changed a lot.

Some scholars (Ellis, 1990; Long & Freeman, 1991; Ruin, 1996) highlight two other types of grammar teaching:

- 1) the one which focuses on a specific property of the target language;
- 2) the other that tries to make the learner aware of what the correct grammatical use of this form is. Such an approach to language presentation will be discussed later, under the heading explicit and implicit grammar teaching methods.

In light of the above, the question of grammar teaching techniques has turned into the major issue in contemporary EFL textbooks. Thus, recently, with the general changes in grammar teaching methodology, the way grammar is presented in textbooks has changed as well. The greatest modification can be observed in the appearance of a separate grammar section in textbooks; yet from time to time we can see some grammatical constructions/patterns within the sections of reading, writing, speaking and listening. Corder (1988:133) defines four elements in the grammatical component of teaching materials:

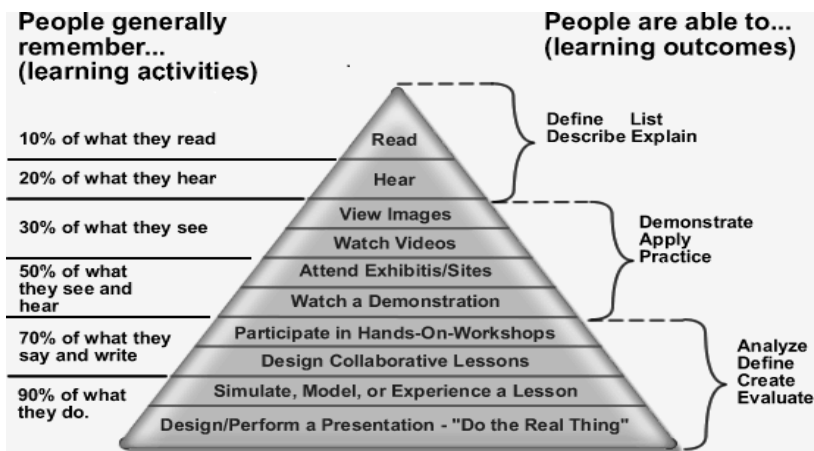
- Data and examples;
- Descriptions and explanations;
- Induction exercises;
- Hypothesis testing exercises.

However, often not all of these components exist in grammar teaching materials (mainly textbooks, as well as other English language teaching materials).

Harmer (1991:23) writes that when we present grammar through structural patterns we tend to give students tidy pieces of language to work with. We introduce grammar which can easily be explained and presented. There are many different ways of doing this which do not (only) involve the transmission of grammar rules. Still, the main target of the coursebook writers with regards to grammar presentation will be the ability to present the relevant extent of instructions and activities for learners, encouraging them to produce language which contains not only the intended grammar but also those structures that will generate meaningful utterances to be used in class and outside it.

Dale (1969) proposes his famous Cone of Experience (see Figure 2-4), which serves as a model that incorporates several theories related to instructional design and learning process. In his experience, he talks about the general learning process. According to this “Cone”, learners mostly remember the things that they do, say or write. If we apply Dale’s ideas to grammar learning, we may presume that those activities which involve some actions (these may be games, role-plays, some task-based activities, etc.) are the most favourable in remembering the learned materials. Written activities can be useful as well. A very small percentage is allotted to reading, hearing and seeing, which should therefore be given a relatively small space in the design of activity.

Figure 2-4 Dale's Cone Pyramid (1968)³



As previously mentioned, the “Pyramid” concerns the learning process in general. However, we cannot be sure that this principle will work effectively with English grammar learning. Still, if not taken as a principle key for learning strategies, Dale’s cone should be taken into account while considering the percentage of activities and tasks designed for better understanding, learning and remembering grammatical patterns in the future.

2.3.1. Creative grammar activities

Today, along with traditional grammar teaching techniques there are a number of creative (interactive) grammar activities that focus on interactive grammar practice. It is believed that most of the new textbooks now offer communication-focused activities as well as traditional grammar-focused exercises (Terrell, 1990:201). Thus, according to Terrell (1990:201), communication activities ask the students to convey information, ideas, opinions, to participate in a game, to role-play, or to hear and discuss information about the speakers of the target language. Grammar exercises offer the opportunity to hear and produce specific forms and structures of the target language. The following subsections will be focused on communication activities or, in other words, on creative activities that

³ The pyramid picture is in web open access

increase students' motivation and turn grammar teaching into an interesting business.

2.3.1.1. Games

One way to practice grammar is through games. Rivonluceri (1984) was one of the first scholars who was particularly concerned with games for the teaching of grammar, since they not only motivate learners but also improve students' abilities to use English fluently. Rivonluceri (1984:3) emphasises the importance of grammar games in the following way: "I don't use grammar games as a Friday afternoon 'reward' activity – I use them as a central part of the students' learning process". Furthermore, in his book, he gives examples of some possible cases when games can be used in the classroom:

- a) Diagnostically, before presenting a given structure, to find out how much knowledge students have;
- b) After a grammar presentation to see how much the group have grasped;
- c) As revision of a particular grammar area.

Moreover, he mentions the advantages of grammar games:

1. *Students have to take individual responsibility for what they think grammar is about.*
2. *The teacher is free to find out what students actually know, without being the focus of their attention.*
3. *Serious work is taking place in the context of a game. The dice-throwing and arguing lighten and enliven the classroom atmosphere in a way that most people do not associate with the grammar part of a course. The "game" locomotive pulls the grammar train along.*
4. *Everybody is working at once – the 15-30 minutes the average game lasts is a period of intense involvement.*

Thus, Rivonluceri enumerates a representative number of different games. Among them are the following:

1. *Competitive grammar games:*

In this type of grammar game, the author calls students to compete against each other. For example (Rivonluceri, 1984:9), the students are asked: to get

organized in three groups to complete and find appropriate “headless sentences...”

Another example of the same nature is this (Rivonluciri, 1984:33):

The students are divided into 6 or 8 teams of four people each. They are then asked to complete an oral quiz. The aim of each team is to get as much money as possible.

2. Collaborative sentence-making games

Another type of game is collaborative sentence-making when students gather together to complete a task. They split into groups of five to seven, one group standing at the blackboard while the rest of the groups stand round the classroom. Each group is given a set of words in the cards (shuffled), two to four words to each student, and students are asked to find a sentence where all the words fit grammatically and intelligibly (Rivonluciri, 1984:68).

3. Awareness activities

These activities are a good tool if the teacher wants to use a consciousness-raising approach, i.e. to introduce a new grammar feature not by presenting the rule but by trying to dig up if the students can elicit the grammar rule from the pattern given. For example, the students are asked to write three sentences about the pictures posted on the board, expressing a different memory idea in each one. Then, the teacher should group the students and ask them to show each other their pictures and to read out their sentences, enlarging on their memories where possible... (Rivonluciri, 1984:111).

4. Grammar through drama

One more activity called grammar through drama can be used with any area of grammar that the students can highlight for themselves. They can be asked to describe their living room and have the circle shout out the spatial prepositional phrases. They can compare themselves to other students in the group, etc. For example, students are divided into pairs and are given a translation sheet. The teacher tells the students that they have to decide which of the translations into English are correct. Sometimes one translation is right, sometimes more than one. Sometimes none of the translations is right – when this is the case they are asked to write in the correct translation themselves... (Rivonluciri, 1984:117).

5. *Miscellaneous*

Miscellaneous games will be a good complement to a teaching approach such as the task-based approach, since these games require the kind of instructional activities that students may face in real life. For example, one of the students leaves the classroom so that the group designates another student as 'it'. The person outside comes back into the classroom and has to ask present perfect questions about the designated person's experiences. The class may answer Yes or No.... (Rivonluceri, 1984:123).

Thus, such kinds of language games (grammar games) can be a good complement to grammar teaching activities. Yet, they should be carefully thought out and appropriately used.

Apart from Rivonluceri's grammar games, I can also refer to some others which seem to be quite popular:

The simplest game is by making grammar cards with adjectives, verbs, adverbs, and nouns written on them to find the matches. The learner will learn to recognize different parts of speech, practice reading and writing, and have a great time doing it. For example, the instructions might be as following:

Step 1: Shuffle the cards, and then deal 7 cards to each player. Place the remaining cards in a pile between both players.

Step 2: Any pairs of matching cards should be set aside. Players should sort their remaining cards by the four grammar sections (verb, adverb, adjective, noun).

Step 3: To start the game, player one picks out an unmatched card of his/her hand. S/he then states whether the card is an adverb, noun, adjective, or verb so the other player can find the card quickly.

Step 4: Player one should then ask player two if s/he has the matching word card.

Step 5: If s/he has the match, player two hands the card over to player one who sets the match aside and takes another turn. If player two does not have the card, s/he says, "Go fish!" and player one takes a new card from the deck. Then it's player two's turn.

Step 6: Continue the game until all the cards have been matched. Then each player counts the number of pairs s/he has. Whichever player ends up with the most pairs is the winner!

(retrieved from: <http://www.education.com/activity/article/go_fish_grammar/ last access, September 2017>)

This type of activity keeps learners involved and at the same time facilitates grammar teaching. However, we should bear in mind that activities of this kind are more suitable for kids whose motivation mostly depends on competitions, playing games and having fun. As we deal with adult learners, often they do not favour these games, which makes teachers very cautious in game selection procedure. Moreover, I believe that grammar games for adults should differ from those used for children. Some good games for adults are presented in this website: <http://eslgames.com/>.

All in all, grammar games are a good tool to present and practice grammar; they are also a good way to demonstrate to students that grammar is not a boring and useless thing, but a stem for most languages.

2.3.1.2. Jokes

Woolard (1999) suggests learning grammar through jokes; however, this method is, first of all, designed for students with a high level of English language competence (B2-C1) and is mainly used as a supplementary grammar practice. Still, it increases students' motivation, it is memorable, and can help students to remember grammar. Even though most students do not understand the importance of jokes in textbooks, it is the teacher's duty to present them in a useful and meaningful way. Today, there are many sources, printed and digital, where we can find a huge number of materials that present grammar through jokes. One of them is a popular online website: [esljokes.net](http://www.esljokes.net) <http://www.esljokes.net/contents.html>

This website provides a high number of jokes designed for students of different levels and covers nearly all the grammatical topics to be practised interactively. For example, the following activity is designed for students of B2 level:

Text organizers: *but for...* etc.

[Adam was a student in a large university in London. He was living in a college hall of residence during his first year. After he had been there for a month, his mother came to visit.

“How have you been enjoying university life, then, Adam?”

*“It’s great, mom. Well, it’s great, **except for** my neighbours. **But for** them, it would be perfect.” “So what’s wrong with them?” his mother asked. “They’re such noisy people!”, Adam replied. “You see, the student who lives on the right hand side keeps banging his head against the wall, and won’t stop. And the one on the left hand side screams and screams all through the night!” His mother sympathized with him,*

“Oh, dear! You poor thing! How do you manage to put up with such noisy neighbours?”

*“Well, there’s not much I can do **apart from** trying to ignore them,” he answered. “I just stay here quietly in my room playing my trumpet!”]*

The text (joke) is followed by several grammar activities like “complete these sentences so that the meaning stays the same. Use the word given in brackets” which is a good and memorable way of practising such constructions as *but for*, *except for*, *apart from*, etc.

Thus, jokes are fun for students: they can learn grammar and get entertained.

2.3.1.3. Songs and music

Songs and music can also play a central role for the teaching and learning of grammar. Murphey (1992a:774) claims that songs are “good motivational tools (...) fun and relaxing, and they provide a class with variety and a break from textbook study”. Thus, today many specialists work on the selection of appropriate songs for grammar teaching. We can find songs for practising parts of speech, verbal forms, voices, reported speech etc. *Grammar Songs* is a fun and interactive resource for teaching mostly children the basic rules of grammar, spelling and punctuation. This book series usually comes with an audio CD: the lyrics are fun and the tunes familiar and upbeat, making the songs catchy and memorable. Children can sing along using the lyrics provided and very quickly learn the songs, enabling them to recall numerous grammatical facts and rules. Among these books are the following:

- 1) *Grammar Songs* by Kathy Troxel, 2009
- 2) *Grammar Songs and Raps* by Herbert Puchta, Matthew Devitt, Gunther Gerngross, Christian Holzmann, 2012
- 3) *Songs to teach grammar, spelling and punctuation* by Caroline Petherbridge, 2014

Another source to find grammar songs is Internet websites specially designed for the practice of grammar through songs. Here is a selection of them:

<<http://www.songsforteaching.com/grammarspelling.htm>>

<<http://www.tefltones.com/grammarsongs.aspx>>

<<https://www.havefunteaching.com/songs/grammar-songs/>>

<<http://www.fluentu.com/english/educator/blog/songs-for-teaching-english/>>

<<http://www.isabelperez.com/songs.htm>>

However, as in the case with games, this technique is mostly designed for young learners and should be applied to adult learners just from time to time. In one of my EFL classes I wanted to practise the past simple with a group of adult learners by singing the Beatles' song "Yesterday". However, it was hard to convince some of the male students to sing since most of them felt shy and unconfident. I realized that this kind of activity is better practised at home rather than in class. Yet songs are definitely good for practising the language.

2.3.1.4. Pictures, flashcards, photos

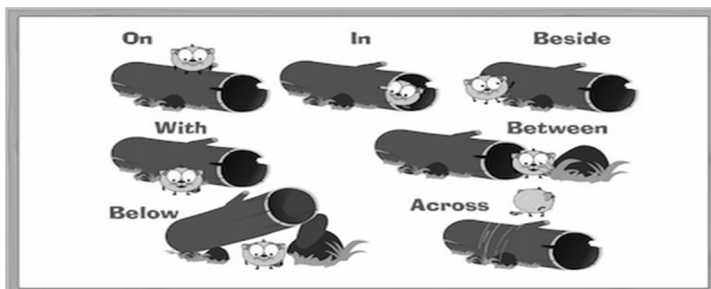
A visual aid is defined as "anything visible which helps your students master the language more quickly or more accurately" (Corder, 1966:9). As to Corder (1966:9), "in language teaching anything visible can be used by the teacher to teach meaning". Thus, the author emphasises interesting visual aids such as pictures, flashcards and photos. Often the purpose of teaching grammar through visual aids is to develop students' listening, reading, speaking and writing skills accurately and fluently.

Wright (1984:130) argues that "at some stages in teaching and learning sequences the teacher will probably want the learner to become consciously aware of the grammatical principle behind the new language being learnt". Visuals help there in many ways. To explain this, Wright (1984:121) provides an example of visual material used for a statement of principle. There are two pictures of a cat. In the first one, the cat is eating a fish, in the second one, there is evidence that the cat has eaten the fish. These pictures help students to develop their attention skills and to see the difference between different verbal forms.

Another example can be illustrated in the following way: (see Figure 2-5).

This way of teaching prepositions is much more effective than boring explanations or memorization of rules. In this case, we may say that learning grammar through pictures can be highly beneficial both for kids and for adult learners, which is also proved by Dale's Cone indicating that we often (in 50% of cases) remember the things that we see (see p. 45). Thus, photos and flashcards can play a very positive role in the learning of grammar since students may perceive grammar not only by learning particular rules but also by eliciting grammatical structures from visual materials.

Figure 2-5: Learning prepositions through pictures (retrieved from <http://www.elribouchon.com/index.php?p=4_38_Prepositions> last accessed May, 2018



2.3.2. New technologies applied to the teaching of grammar

In the last few years, technology has become an inseparable part of education. Crystal (2001:2) states that technology nowadays offers all students opportunities to learn in ways which were not previously possible. Thus, teaching grammar via technology is not an exception since today, apart from the textbooks, there are thousands of other materials and digital sources (webpages, radio, TV, apps, programs, YouTube, etc.) from which to learn and practise grammar. Crystal (2001:3) gives a good example of technology use. According to him, technology provides an increasing range of services enabling an unprecedented number of people to be in touch with each other through electronic mail (e-mail), discussion groups and the provision of digital pages on any topics. Moreover, functional information, such as electronic shopping, business data, advertisements, and bulletins can be found along with creative works including poems and scripts, with the availability of movies, TV programmes, and other kinds of entertainment steadily growing (Crystal, 2001:3). I would like to point out that the use of technology can be a good complement to modern EFL teaching particularly with the application of a task-based approach or a communicative approach. Thus, instead of giving a task that may not be realistic (i.e. to book a ticket, to buy something, to show directions, etc.) students may do it online. Moreover, when teaching grammar in context, technology can be easily applied in classes since many specialists consider the Internet to be the essential source for all types of authentic and adapted texts (context). That is, whatever else internet culture may be, it is still largely a text-based affair. Spoken language has a limited presence in the Internet, through the use of sound clips and video; but the use of speech will undoubtedly grow as

technology develops (Crystal, 2001:9). Finally, grammatical, lexical, and discourse features play, of course, a distinctive role in all spoken varieties of a language, as they do in the written medium. A television commentary is not distinctive solely in its pronunciation but also in its use of grammar, vocabulary, and general organization as well. Hence, spoken language can be positively practised by using technology, which also means learning grammar via listening and speaking. This creates possibilities for teachers to fill in the gaps found in the textbooks, which usually lack good listening and speaking activities. Thus, in order to be more specific, I will comment on some of the technological tools and their importance in EFL grammar teaching and learning.

2.3.2.1. Smartboards and projectors

While the traditional white board already gets everyone's attention, the electronic device is a new technology that is slowly gaining popularity due to its interactive power. In fact, a smartboard is a sophisticated replacement of the traditional projector, which was used in regular classes some time before. Thus, what are the advantages of the smartboard for grammar teaching? There are several major cases when a smartboard is a necessity: one of them is when doing collaborative work. If some years ago students were asked to complete an activity and then to do a peer- or teacher-student correction, today there is an opportunity to have a group work activity on error correction. Moreover, students can discuss the grammatical patterns all together, using such functions of the smartboard as underlining, circling, drawing a cross, erasing, etc. Apart from that, quick access to the Internet, as well as the use of programs such as *Power Point* and *Prezi*, can help teachers and students do interesting presentations. Additionally, programs like *Skype*, *FaceTime* and a number of educational platforms provide the media for joining different webinars or lectures or even for getting connected with other educational institutions around the world.

2.3.2.2. Apps

Thousands of learners and instructors around the world are using the Internet and computer-assisted technologies to teach and learn listening, speaking, reading and writing skills as well as vocabulary and grammar. Recently, a number of interesting apps have been created for practising grammar. Different applications can be easily downloaded to telephones or tablets or any other electronic devices. They are mostly designed by the big corporations that produce portable electronic devices.

Conversely, many people agree that apps can be a useful supplement when you are learning a language – but not a substitute. They can help you learn some words and some basic constructions, but they are not going to allow you to leap into a conversation in a new language. Thus, apps are often free, and they promise all kinds of cutting-edge features, such as adaptive algorithms to suit the user’s learning speed to boost motivation. It is also said that apps can provide members of poorer communities with access to language learning without spending money on textbooks, grammar books and other language teaching materials. We can say then, that they are a good complement to language teaching sources that motivate learners and provide opportunities for a better learning of the target language.

2.3.2.3. Software

Grammar software plays a crucial role in language teaching. It is used when additional language teaching materials are required, that is, when teachers cannot find what they need in textbooks.

The most popular items of software are *grammar check online*, *free grammar checker*, *online editor*, etc. They can be good tools for the rules learning and error correction method, since they enable learners to do a task and, then, to correct the mistakes.

Thus, there are several sample sites of grammar software, such as the following:

<<https://www.grammarly.com/>>
<<http://www.grammarcheck.net/editor/>>
<<http://www.englishsoftware.org/>>

The last one is suggested by Macmillan and is concerned not only with grammatical issues but also with some other areas of language teaching and learning, including phonetics, vocabulary and spelling.

2.3.2.4. Blogs

Technically, a blog is something rather simple: it is a type of website usually arranged in chronological order from the most recent “post” at the top of the main page to older entries toward the bottom (Güttler, 2011:59). The structure of blogs is such that (1) it permits comments to be left by readers and links to other blogs; (2) it also allows the “feeds”, which are automatic publications of content from other sites and blogs; and (3) the content of a blog may be sent to other blogs for publication (Güttler,

2011:59). In recent years using blogs has emerged as a language learning tool, and, accordingly, it has become central to EFL (Selami, 2014:244). Consequently, today many experts in teaching English as a foreign language have their own blogs where they suggest different language practising activities. If we take a deep look at any of the blogs, we can see that grammar is a central issue that is generally discussed in most of them. Some of the best blogs on grammar are the following (last accessed, October 2017):

1. <<http://ddeubel.edublogs.org/>>
2. <<https://ellclassroom.com/>>
3. <<http://blogs.edweek.org/edweek/learning-the-language/>>
4. <<https://www.grammarly.com/blog/>>
5. <<http://www.thesaurus.com/>>
6. <<http://www.grammarbook.com/>>
7. <<http://www.grammarphobia.com/blog>>
8. <<http://public.wsu.edu/~brians/errors/>>
9. <<http://www.englishgrammar.org/>>
10. <<http://grammar.ccc.commnet.edu/grammar/>>
11. <<http://www.perfect-english-grammar.com/english-grammar- blog.html>>
12. <<http://dailygrammarlessons.blogspot.com/>>

Thus, blogs can be turned into a real language teaching tool and can highly motivate learners in their study of English.

2.3.2.5. Websites

Websites might be regarded as online teaching tools which can be very effective resources both for learners and teachers (Kir & Kayak, 2013:2789). Today, we can count thousands of websites that have facilitated the work of EFL teachers in terms of selecting appropriate language teaching materials that cannot be found in textbooks. Needless to say, nearly all of them contain a grammar section as well as sections for developing reading, speaking, writing and listening skills. All the activities are designed for learners of all levels of English language competence, i.e. A1-C2.

CHAPTER THREE

THE STUDY

3.1. Main purpose

The purpose of this study is to investigate the grammar presentation methods and techniques used in twenty selected textbooks. The methods and techniques identified will later be classified in accordance with their use and application. Some new grammar teaching methods and techniques will be presented to the readers.

3.2. Main criteria used for the selection of these materials

The present study consists of a comprehensive review of twenty mainstream textbooks of levels B2 and C1 designed for adult learners. Practically all of them were published in the first decade of the twenty-first century. I did not consider analysing earlier textbooks since I wanted to focus mainly on the teaching of grammar at present and with EFL learners.

The ensuing textbooks were analysed expecting to find those grammar teaching methods and techniques that might enable learners to obtain a better and easier understanding of grammar structure, presenting grammar as an interactive and useful classroom activity.

The study embraces students' textbooks as its focal point, and it does not consider supplementary materials, that is, workbooks, teachers' books, students' CDs, Multi Rom packs, supplementary websites, etc. In spite of this, interactive grammar teaching methods such as the use of the whiteboards, smartboards, and other resources that may aid in grammar teaching are very much taken into account for the study.

Thus, for my purposes, I have selected a number of textbooks that are currently used in the upper stages of English language classes at university level, all covering the main language skills as well as the grammar sections. Consequently, a sample of twenty present-day textbooks used in many countries of the world as the main EFL class instrument was considered for this research. Table 3-1 lists the books that have been closely analysed in this study.

Table 3-1: Twenty mainstream textbooks selected for the study

Textbooks	Year	Level CEFR	Publishing House
<i>Inside Out</i>	2001	B2	Macmillan
<i>New Cutting Edge</i>	2006	B2	Pearson
<i>Face to Face</i>	2009	B2	Cambridge University Press
<i>Solutions</i>	2009	B2	Pearson
<i>Global</i>	2010	B2	Macmillan
<i>New Headway</i>	2011	B2	Oxford University Press
<i>New Total English</i>	2011	B2	Pearson
<i>Speak Out</i>	2011	B2	Pearson
<i>Straightforward</i>	2012	B2	Macmillan
<i>New English File</i>	2013	B2	Oxford University Press
<i>Cutting Edge</i>	2003	C1	Pearson
<i>Headway</i>	2003	C1	Oxford University Press
<i>New English File</i>	2003	C1	Oxford University Press
<i>Face to Face</i>	2005	C1	Cambridge University Press
<i>Language Leader</i>	2008	C1	Pearson
<i>Global</i>	2010	C1	Macmillan
<i>New Headway</i>	2011	C1	Oxford University Press
<i>New Total English</i>	2011	C1	Pearson
<i>Speak Out</i>	2011	C1	Pearson
<i>Straightforward</i>	2012	C1	Macmillan

These textbooks should be very familiar to teachers, language instructors and students, since they have become very popular and are widely used in many universities and adult courses around the globe. Moreover, there are some other reasons why these coursebooks have been selected. All of these textbooks are:

- Adult courses;
- They all consider grammar as an important component in their general structure and organization;
- They have been published at different stages within the first 15 years of the twenty first century (2001-2013);
- They offer tasks for the development of grammar knowledge and practice;
- They have been used at universities that have adopted the Bologna process;

- They are publications of four mainstream international publishing houses: Oxford University Press, Cambridge University Press, Pearson, Macmillan; and, finally,
- They are designed for B2-C1 level students where grammar teaching plays a key role.

The books used, all published within fourteen years, make it possible to see the gradual change that seems to have taken place in textbook design in terms of the methods and approaches used for grammar presentation and practice; that is, by comparing the textbooks of different years of publication we can see clearly to what extent they have undergone methodological changes.

Today, among the plethora of publishing houses and the huge number of textbooks in general, it seems important to be very selective. Many colleagues will agree that publishers such as Macmillan, Cambridge University Press, Pearson, and Oxford University Press have become so popular and reliable that there is no need to explain why it is the textbooks from these publishing houses that have been considered.

Finally, the levels B2-C1 have not been randomly chosen: first of all, this book focuses on the study of the grammar teaching approaches at university level; secondly, these textbooks allow us to study more complex and sophisticated grammatical structures such as verbal forms, modality, verb agreement, passive voice, word order, reported speech, clause combinations, etc. Finally, the levels selected coincide with those suggested by the Common European Framework of Reference for the teaching and learning of languages (Council of Europe, 2001).

3.3. Method

Each textbook is examined page by page, focusing on the exercises, activities, tasks and grammar presentation techniques that can give us a clear idea of how these current textbooks are designed. The following chapter will give an account of each type of grammar presentation method, as well as of grammar practising techniques. Finally, the individual study of each textbook will facilitate the elaboration of several tables showing a number of free and controlled tasks and exercises as well as the advantages and disadvantages in the use of each method and technique.

CHAPTER FOUR

MAIN RESULTS

4.1. The presence of grammar in the table of contents of the selected textbooks

Before analysing each of the selected textbooks, let's see how grammar sections are named in them. As in the tables 4-1 and 4-2, the majority of the textbooks call the grammar section simply "grammar", except for *New Cutting Edge B2*, *New Cutting Edge C1*, *New Headway B2* and *New Headway C1*, which prefer to use other labels such as "Language Focus"; or simply "Language" (see Table 4-1 and Table 4-2).

Table 4-1: Grammar sections and their naming in B2 textbooks

B2 LEVEL TEXTBOOKS		
	TEXTBOOKS	GRAMMAR SECTIONS
1.	<i>New Total English B2</i>	√
2.	<i>New English File B2</i>	√
3.	<i>Face to Face B2</i>	√
4.	<i>Global B2</i>	√
5.	<i>Solutions B2</i>	√
6.	<i>Inside Out B2</i>	√
7.	<i>New Cutting Edge B2</i>	√ Language Focus
8.	<i>New Headway B2</i>	√ Language Focus
9.	<i>Speak Out B2</i>	√ Language
10.	<i>Straightforward B2</i>	√

Table 4-2: Grammar sections and their naming in C1 textbooks

C1 LEVEL TEXTBOOKS		
	TEXTBOOKS	GRAMMAR SECTIONS
1.	<i>Cutting Edge C1</i>	√
2.	<i>New English File C1</i>	√
3.	<i>New Total English C1</i>	√
4.	<i>Face to Face C1</i>	√
5.	<i>Global C1</i>	√
6.	<i>Headway C1</i>	√Language Study
7.	<i>Language Leader C1</i>	√
8.	<i>New Headway C1</i>	√ Language Focus
9.	<i>Speak Out C1</i>	√ Language
10.	<i>Straightforward C1</i>	√

Apart from the presence of grammar in the selected textbooks and the way it is referred to in each of them, it is important to see which grammatical patterns are included, and whether these patterns are common to all twenty textbooks used for this study:

B2 Textbooks (see Table 4-3)

The analysis shows that in most cases the B2 level presumes the teaching and consolidation of a number of grammar features such as *verb tenses*, *verbal aspect*, *voice and conditionals*. Moreover, in most of the textbooks considered, grammar areas, mainly *defining and non-defining relative clauses*, *modal verbs*, *adverbs* and *adjectives* are widely present. Since we do not analyse textbooks of lower levels, that is, A1, A2, B1, we do not know which grammar areas were already introduced to students at those levels (A1, A2, B1) and which are presented for the first time at the B2 and C1 levels (See Table 4-4). This will be made clearer when we examine each of the units in closer detail and see if the grammar topic is presented for the first time or as a revision.

As regards the number of units in each textbook, the table shows that most of the textbooks contain twelve units; only some of them hold fewer units. For example, *New English File B2* consists of 8 “lessons” and the eighth lesson is a revision that covers the contents of all the previous ones. *Global B2* and *Speak Out B2* contain 10 lessons in total, important grammar areas being embedded in all of them.

Broadly speaking, most of these textbooks have a high number of various grammar areas in common. However, my next step is to compare the grammar topics presented in the selected textbooks (for B2 and C1 levels) with those suggested by CEFR (2001).

Table 4-3: Table of contents of grammar section in all the B2 textbooks considered

UNITS						
Text-books	1	2	3	4	5	6
<i>New Total English B2</i>	The present and the future; The past; Obligation	Present perfect; simple and continuous; Questions; Modifying comparatives	Past perfect; simple and continuous; Articles; Adjectives and Adverbs	Future; Future perfect and future continuous; Verb patterns: <i>-ing</i> forms and; infinitives	Conditional; structures; Advice and permission; Emphasis	<i>Used to</i> ; <i>be used to</i> ; <i>get used to</i> ; would Wishes and regrets; Preparatory <i>it</i>
<i>New English File B2</i>	Auxiliary verbs; The.... The....+comparatives; Present perfect	Using adjectives as nouns; Adjective order; Narrative tenses, past perfect continuous; <i>So/such</i> ... that; Adverbs and adverbial phrases	Passive (all forms), <i>it is said that</i> , <i>he is thought to</i> ..., etc.; Future perfect and future continuous; Conditionals and future time clauses: <i>likely</i> and <i>probably</i>	Unreal conditionals; Past modals; <i>would rather</i> ; <i>had better</i> ; Verbs of the tenses	Gerunds and infinitives; <i>Used to</i> , <i>be used to</i> , <i>get used to</i> ; reporting verbs	Articles; Uncountable and plural nouns; have something done; quantifiers: <i>all/every</i> , etc.
<i>Face to Face B2</i>	The English verb system; Uses of auxiliaries	Present and Past habits; repeated actions and states; <i>Be used to</i> , <i>get used to</i>	Second conditional; alternatives for <i>if</i> ; third conditional	Narrative verb forms; Past Perfect continuous; Defining, non-defining, and reduced relative clauses	Ways of comparing; future verb forms; Future Continuous	Uses of verb+ <i>ing</i> ; Modal verbs; levels of certainty about the future

New Headway B2	New Cutting Edge B2	Inside Out B2	Solutions B2	Global B2
Passives; Auxiliary Verbs; <i>Have/have got</i>	Use of auxiliaries	Review of basic verb structures; Auxiliary verbs; <i>So and neither</i> ; Question tags and short answers; Indirect questions	Past and perfect tenses	Auxiliary verbs; Present tenses; Future forms; Future continuous and future perfect
Present Perfect Simple and Continuous; Present Perfect Passive; <i>Have something done</i>	Forming nouns and gerunds; Forming adjectives	Verb patterns: verb+ to+ infinitive; <i>Make and let</i> Verb+ -ing forms; Verb+ preposition structure; Adjective structure	Determiners; Articles and quantifiers	Questions review; The definite article; Narrative tenses
Narrative Tenses; Past Simple and Past Continuous; Active to Passive	Verb forms in narratives; Continuous aspect in other tenses	Articles; Unreal Conditionals; Verb + noun collocations	Talking about the future; Time clauses	Present perfect simple and continuous; past simple; Adjective order
Negative Auxiliaries; Opposite meanings; Questions and Prepositions	The passive; <i>Have/get something done</i>	Functional language for sympathy and advice; The grammar of phrasal verbs	Passives	Modals of speculation: present and past; Impersonal passive; Past perfect simple and continuous; past simple
Future Forms: <i>will</i> or <i>to be going to</i> ; Future Continuous and Future Perfect	Perfect aspect in the past, present and future; More about the present perfect simple and continuous	Verb Patterns: verb+ to infinitive and -ing form after <i>remember, forget, stop, try, like, love, hate...</i> ; Past and present habits – <i>will</i> and <i>would, used</i>	Reported speech: statements and questions	<i>Will</i> for present habits; <i>Used</i> to, <i>would</i> and <i>past simple</i> ; <i>Be used to/get used to</i>
Countable/Uncountable nouns; <i>some, any, much, many, a few, a little</i>	Use and non-use of articles; Different ways of giving emphasis	Verbs: stative and dynamic meanings; Present perfect simple and continuous	Question forms	The passive voice; <i>quite</i>

UNITS						
Text-books	7	8	9	10	11	12
Face to Face B2	Simple and continuous aspects; activity and state verbs; Present Perfect Simple and Present Perfect Continuous	Wishes (1) <i>I hope: ... It's time;</i> Wishes (2) <i>should have</i>	The Passive	<i>Have/get something done; get somebody to do something; do something yourself;</i> Quantifiers	Describing future events; Future perfect	Modal Verbs (2); deduction in the present and in the past
New English File B2	Structures after <i>wish</i> ; Clauses of contrast and purpose; whatever, whenever, etc.; Relative clauses	Revision				
New Total English B2	Quantifiers with countable and uncountable nouns; Passives; <i>Have/get something done</i>	<i>It's time, I'd rather, I'd better</i> ; Reported speech; Reporting verbs	Participle clauses for sequencing; Deduction; past and present; Relative clauses	Reflexive pronouns; Conditional structures with conjunctions futures		
Speak Out B2	Direct/indirect question; Present perfect and past simple	Present Perfect simple and continuous; The passive	Used to, would, <i>be/get used to</i> ; Future forms review	Narrative tenses <i>I wish, If only,</i> should have	Articles; Conditionals 1	Modal verbs and phrases; Future Perfect and continuous
Straight forward B2	Verb forms review; <i>Whar</i> clauses	Present habits; Past Habits; <i>Be/get used to</i>	Defining and non-defining relative clauses; Participle Clauses	Present perfect and past simple; Present perfect simple and continuous	Narrative tenses; Past perfect continuous	Real and Unreal conditionals; <i>I wish/ If only;</i> <i>Should have</i>

<i>Straight forward B2</i>	<i>Speak Out B2</i>	<i>New Headway B2</i>	<i>New Cutting Edge B2</i>	<i>Inside Out B2</i>	<i>Solutions B2</i>	<i>Global B2</i>
Futures review; Future Perfect and Future Continuous	Quantifiers; Reported speech	Modal verbs of probability ; Need	Relative Clauses; Quantifiers	Reporting verbs with or without direct objects	Advice, obligation and prohibition: <i>must, have to, need, should</i>	So/such; Reported statements and questions; Reporting verbs
Modals of Speculation; Modals (permission, obligation &	Conditionals 2; <i>-ing</i> form and infinitive	Defining/non- defining relative clauses	Gerund or infinitive? Different infinitives and gerund forms	Passive report structures; Unreal situations	Modals in the past: <i>should have, might have, could have, didn't need to, needn't have</i>	Conditional structures; Unreal conditionals; Wishes and regrets
Adjective order; Adjectives and modifying adverbs	<i>-ing</i> form and infinitive 2; Past deduction	Present and Past habit; <i>get</i> and <i>be</i>	Modals and related verbs; Past modals	Modals of deduction; Narrative tenses	Habitual behaviours (present and past)	Phrasal verbs; Verbs with <i>-ing</i> and <i>to</i>
Reporting verbs and patterns	Relative Clauses; Participle Clauses	Revision of modals; Modals of probability	Review of future forms; Future continuous and future perfect	Relative Clauses: non- defining and defining	Talking about ability (past, present and future)	Defining and non- defining relative clauses; Present participle clauses
<i>The</i> and geographical names; <i>Articles</i> ; <i>so</i> and <i>such</i>		Real or Hypothetical time; Conditionals	Hypothetical situations in present; Hypothetical situations in the past	Future forms; Present tense after <i>when, if...</i>		
Passive review; Passive reporting structures		Articles; Demonstratives	Reporting people's exact words; Verbs that summarize what people say	Quantity Determiners and quantifiers		

At first glance, the grammatical topics found in level C1 look similar to those provided in the B2 level textbooks since some of them are presented repeatedly. According to Table 4-4, the number of units in each C1 level textbook practically coincides with those of level B2. Hence, most of the textbooks consist of 12 units, *Cutting Edge C1*, *Face to Face C1*, *Global C1* and *Speak Out C1* having a total of 10 units in each. *New English File* is the only textbook that contains 8 lessons and presents grammar in a very subtle way: i.e. if we look deeper into the grammar content of this textbook we can see that it provides some generalized grammar topics such as *narrative tenses*, *passive forms*, etc. which focus on consolidation of the material already provided.

C1 Textbooks:

Table 4-4: Table of contents of grammar section in all the C1 textbooks considered

UNITS						
Text-books	1	2	3	4	5	6
<i>Cutting Edge C1</i>	Continuous verb forms	Perfect verb forms; Cleft sentences	Modals and related verbs	Adjectives and adverbs; patterns with comparatives and superlatives	Use and non-use of passive forms	Time and tense; Inversion with negative adverbials
<i>New English File C1</i>	Discourse markers (1) linkers; <i>Have</i> ; pronouns	The past: narrative tenses, <i>used to</i> and <i>would</i>	Narrative tenses review; Participle clause	Discourse markers (2); adverbs and adverbial expressions; Verb+object+ infinitive or gerund; Conditional sentences	Permission, obligation and necessity; Verbs of the senses; Gerunds and infinitives	Expressing future plans and arrangements; Ellipsis and substitution; Adding emphasis (2) cleft sentences
<i>New Total English C1</i>	Verbs/adjectives/noun s with prepositions; Passives: distancing; Perfect aspect	Verb patterns; Comparatives; Introductory <i>it</i>	Second conditional; alternatives for <i>if</i> ; third conditional	Future probability; Future forms (review); Inversion	Emphasis; Conditional sentences; Sentence adverbials	Articles; <i>whatever</i> , <i>whoever</i> , <i>whenever</i> ; Link words of time and contrast

<i>New Headway C1</i>	<i>Language Leader C1</i>	<i>Headway C1</i>	<i>Global C1</i>	<i>Face to Face C1</i>
Avoiding repetitions; Reduced infinitives	Use of auxiliaries	Noun phrases; Avoiding repetitions	Present simple and continuous for facts and trends; Ellipsis	Time expression with past simple and present perfect; Cleft sent.; <i>what & it</i> clauses
Simple and Continuous; Perfect and Non-Perfect; Active and Passive	Articles; Modal verbs	Narrative tenses; Reflexive pronouns	Future predictions; Narrative tenses	Relative Clauses with prepositions; Participle Clauses
Adverb Collocations	Subordinate clauses; Modal perfect	<i>As; as</i> versus <i>like; as...as</i> ; Verb patterns	Relative Clauses; Compound nouns	Introductory <i>it</i> ; Inversion
Discourse markers: <i>quite honestly</i> <i>As I was saying</i>	Cohesion I; Future forms with <i>to be</i>	Modal auxiliary verbs present, future and past to express probability, obligation, permission, etc.	Modals: language functions; Modals of obligation; Past modal forms; Determiners	Phrases referring to the future; Future in the past
Ways of adding emphasis	Future in the past; Emphatic structures	Ways of adding emphasis; review of tenses including the passive	Present perfect simple and continuous; Participle Clauses	Reflexive Pronouns
Passive Constructions <i>seem and appear</i>	The passive; Causatives	Adjective order; adverbs with two forms; adverbs and expressions of opinion	The passive; Cleft sentences	Formal and informal ways of comparing; Position of adverbials

<i>Speak Out CI</i>	<i>Speak Out CI</i>
The continuous aspect; Describing present and past habits; Speculating	Simple and continuous verb forms; Reference and substitution
Conditionals and regrets; verb patterns: verb + -ing/infinite with to; passive infinitive/-ing, perfect infinitive/-ing, negative infinitive/-	Simple and continuous verb forms; Gerunds and infinitives; Comparisons
Noun Phrases; Relative Clauses; Making a proposal	Adding emphasis with auxiliary verbs; Cleft sentences
Introductory <i>it</i> ; The perfect aspect expressing hypothetical preferences	Reported Speech; Modal verbs 1
Modal verbs and phrases; The passive; Making a point	Narrative tenses; Past perfect continuous
Future forms; Concession clauses; Exchanging opinion	Passives

UNITS						
Text-books	7	8	9	10	11	12
<i>New English File CI</i>	Nouns; compound and passive forms; <i>so</i> and <i>such</i> ; comparison	Revision				
<i>Cutting Edge CI</i>	Infinitives and <i>-ing</i> forms	Adverbs	Future forms	Noun phrases, ellipses and substitution		

<i>Language Leader C1</i>	<i>Headway C1</i>	<i>Global C1</i>	<i>Face to Face C1</i>	<i>New Total English C1</i>
Quantifiers; Conditionals	Verb patterns; reported speech; conditional sentences	Articles; Unreal conditionals	Conditionals: non-basic forms; Impersonal report structures	Relative clauses; Verb patterns; <i>as...as</i> and describing quantity
Verb patterns; Prepositional verbs	Time clauses in the past and future review of tenses	Real conditionals; Unreal conditionals 2; Passive reporting	Past verb forms with present or future meaning	Reported speech; The continuous form fronting
Adverbs of degree; Reporting using nouns	Relative clauses; participles	Unreal past time; Quantifiers; Comparisons	Simple vs. continuous; verbs with different meanings; <i>a/an</i> vs. <i>one, few, a few</i>	Dependent prepositions; Discourse markers; Unreal past
Non-finite clauses; Spoken English	Ways of adding emphasis; – inversion	Inversion	Subject/verb agreement; Modal verbs (2): levels of certainty about the past, the present and the future	Modals (and verbs with similar meanings); Modal verbs of deduction (present and past); Uses of <i>would</i>
Alternatives to <i>if</i> ; Phrasal verbs	Hypothesizing: present subjunctive			
Cohesion 2; Normalizations	Nouns with a special meaning in the plural; ways of adding emphasis			

<i>Straightforward CI</i>	<i>Speak Out CI</i>	<i>New Headway CI</i>
Ellipsis	Cleft sentences; Participle; Clauses; Exchanging opinions	Modal Auxiliary verbs: present, future and past
Noun phrase, Attitude adverbials, Discourse markers	Future in the past; Ellipsis and substitution; Discussing ideas	Real and Unreal tense usage
Modal verbs; Inversion	Verb tenses for unreal situations; adverbials of time, manner, frequency, probability and purpose; ranting and raving	Verb patterns
Futures; Modal verbs	Inversion; Comparative structures; Negotiation; phrases for describing skills, qualifications	Intensifying adverbs
Determiners, pronouns and quantifiers; Hypothetical present and future situations		Relatives and participles
Plurals and number		Linking devices: conjunctions, adverbs, infinitives, relative pronouns, participles

4.2. Grammar presentation methods

This section presents an analysis of four major grammar presentation methods as revealed during a study of the twenty textbooks previously described. Each method will be accompanied by the examples found in these textbooks. The advantages and disadvantages of each method will be presented in tables and graphs.

Table 4-5: Frequency of the methods which occurred in the textbooks

Methods of grammar presentation	Number of textbooks (out of 20) to use these methods
Free grammar presentation	1
Grammar discussion through context	8
Grammar discussion via exercises on rules completion	8
Rules learning	3

NOTE: The names of the methods are conventional and are based on the type and function of the method.

4.2.1. Free grammar presentation (FGP)

Free grammar presentation is a type of method in which no grammatical rules or no explanations of a grammatical pattern are present in the textbook. In other words, the teacher acknowledges the title of a grammatical pattern and then decides whether to explain the rule, or to give the students some activities so that they can infer the grammar on their own.

Example:

Topic: *Gerund and Infinitive* (see New English File, 2013, p.64)

Gerund and Infinitive

Table 4-6: Advantages and disadvantages of FGP:

Advantages	Disadvantages
<ul style="list-style-type: none"> + Increases teacher's autonomy to present grammar in a preferred way/the way that might be suitable for a particular group of students; + Increases learners' autonomy (students may do individual search to find explanation and examples for the presented grammar/title) 	<ul style="list-style-type: none"> – Different books and materials may present the grammatical pattern in various ways, so that both the teachers and the students may get lost in a plethora of information; – Takes a lot of time to select appropriate materials for grammar presentation; – The tasks in the textbook are not based on a particular grammatical pattern

4.2.2. Grammar discussion through context (GDC)

This method suggests learning grammar as a part of a context, that is to get familiarized with the grammatical patterns via reading comprehension texts, exercises, or pictures. This is usually accompanied by teacher's questions focused on elicitation of the correct grammatical pattern as an aftermath reflection.

Example 1:

Topic: *Progressive Verbal Aspect* (see Language Leader, 2008, p.8-9)

a) Read the profiles of Angela Jia Kim and Indira Nooyi. Underline examples of the:

1. Present Continuous
2. Past Continuous
3. Present Perfect Continuous

b) Which of the tenses you found are used to talk about:

1. Actions that were in progress at an earlier time?
2. Actions that are currently in progress?
3. An action which began in the past and is still continuing, or has just finished?

Angela Jia Kim, is a successful entrepreneur – having already founded two companies. Her first piano teacher was her mother and later she graduated from the Eastman School of Music. Her classical refinement and passionate performances have delighted audiences worldwide. One day just as she was

about to perform on stage she had an allergic reaction to a body lotion. As a result of this she decided to develop her own line of skincare products. "I was paying attention to what I was eating", she says. "Shouldn't I pay attention to what I was putting on my body?" She started experimenting to find non-toxic creams and eventually launched Om Aroma & Co., an organic skincare line. Her degree was in music, not business, so she sought advice from respected businessmen who were going through similar experiences. She went on to create Savor the Success, an online community for female entrepreneurs. She says her success in business is due to her training as a concert pianist and, of course, hard work.

Example 2:

Topic: *Passives* (see Solutions, 2009, p.38)

Ancient Astronauts

Is the Earth being watched from outer space? Are we visited regularly by aliens in UFOs? Millions believe so, but little evidence has been found – or has it? According to the author Erich von Daniken, our prehistoric ancestors were visited by extraterrestrials, and the evidence can be found in everything from ancient ruins to religious texts. Some of von Daniken's claims have been proved false. For example, "ancient" pottery which, according to von Daniken, had been decorated with pictures of flying saucers had in fact been made very recently. A team of TV reporters even found the potter who had been asked to make it! Many of his other claims, however, can never be tested, so it is simply a question of whether you believe them or not.

If aliens really do visit us regularly, how do they avoid being filmed? You would expect UFOs to be photographed more often. One day, a clear photograph of an alien visitor or UFO may be taken, but until then, stories of extraterrestrials will be treated with skepticism by most scientists.

1. Read the text. Underline examples of the passive constructions in the text:

Present Simple

Present Continuous

Future Simple

Past Simple

Present Perfect

Past Perfect

Modal Passive

Passive Infinitive

Passive – *ing* form

By + agent

Table 4-7: Advantages and disadvantages of GDC:

Advantages	Disadvantages
<ul style="list-style-type: none"> + Makes students understand the grammatical topic on their own; + Provokes extra speaking; + Aids to see the grammar in use, i.e. in text/context; + Grammar looks more authentic 	<ul style="list-style-type: none"> – Limited content; – Discussion of a particular pattern may keep the whole lesson; – There is no definite explanation of the topic; – Each student may come to a different understanding of the grammatical pattern; – Grammatical pattern sounds clichéd

4.2.3. Grammar discussion via exercises on rules completion (GDRC)

This type of grammar presentation method allows learners to acquire new grammatical patterns by completing the rules that describe these patterns.

Example 1:

Topic: *Future Perfect vs. Future Continuous* (see Speak Out, 2011, p.71)

a) Look at the sentences a & b. Which one talks about:

1. Things that will be completed before she opens the letter?
2. Things that will be in progress around the time that she opens the letter?

b) Complete the rules

1. To talk about something that will finish before a specific time in the future, use *will* + _____ + _____.
2. To talk about something that will be in progress at or around a specific time in the future use *will* + _____ + _____.

Example 2:

Topic: Past Perfect Continuous (see Face to Face, 2009, p.31)

- a) Look at the verb form in bold in sentences 1-3. Then complete these rules with Past Simple or Past Continuous.
1. We use the _____ for completed actions in the past. These tell the main events of the story in the order that they happened.
 2. We use _____ for a longer action that was in progress when another (shorter) action happened.
 3. We also use the _____ for background information that isn't part of the main story.
- b) Look at the verb forms in old sentences 4-5. Are they in the *Past Simple, Past Perfect Simple or Past Perfect Continuous*?
- c) Choose the correct words in these rules
4. We usually use the Past Perfect *Simple/Continuous* for an action that was completed before another action in the past.
 5. We usually use the Past Perfect *Simple/Continuous* for a longer action that started before another action in the past (and often continued up to this past action).
- d) Fill in the gaps with *had*, *'d*, *verb + ing* or *past participle*. How do we make these verb forms negative?

Table 4-8: Advantages and disadvantages of GDRC:

Advantages	Disadvantages
<ul style="list-style-type: none"> + Discussion of grammar rules; + Deeper understanding of grammatical patterns while completing the rules; + Practicing speaking while discussing the rule; + Possibility to compare and contrast the patterns; + No need to search for rules in extra materials 	<ul style="list-style-type: none"> – No examples of a grammatical pattern; – Restriction of grammatical pattern on some certain rules; – Biased approach to the use of particular grammatical pattern; – Rules are supposed to be learnt as mathematical formulae

4.2.4. Rules learning (RL)

There are a number of textbooks that suggest learning grammar by learning its rules. Students are faced with a set of certain rules on a particular grammatical area, rules which are supposed to be learnt by heart. These are usually followed by grammar tasks and activities.

Example 1:

Topic: *Present Perfect Simple and Continuous* (see Inside Out, 2001, p. 58)

The present perfect shows a connection between the past and the present. Whether you use the simple or continuous forms will often depend on whether the verb has a dynamic meaning or a stative meaning.

Verb with dynamic meaning + present perfect continuous

This combination can express actions, activities or processes which are incomplete or ongoing. They started in the past and continue now.

I **ve been doing** this job since I was 21.

How long **have you been saving** with the same bank?

Note: Although generally the present perfect continuous is preferred for incomplete actions, activities or processes, occasionally you may want to emphasise the permanence of the action, activity or process. In these circumstances you can use the present perfect simple. Compare:

I **ve lived/ worked** in the same town all my life. (permanent, state-like situation)

I **ve been living/working** in Paris for the last few months. (temporary, dynamic)

Verb with dynamic meaning + present perfect simple

This combination can express actions, activities or processes which are completed. They have “happened” in a period of time up to and including the present.

He’s **tried** to climb Everest **three times**.

I **ve only missed** a plane **once in my life**.

Verb with stative meaning + present perfect simple

This combination can express a situation which is incomplete or ongoing. It started in the past and continues now.

I **ve had** my trusty old Land Rover for years.

How long **have you known** your English teacher?

Note: You cannot normally use verbs with stative meanings in the present perfect continuous.

Example 2:

Topic: *Modal verbs in the present and future* (see Headway, 2003, p.66)

1. All modal verbs can be used to express varying degrees of likelihood or probability.		
	Will	I'm not sure but it's possible.
	Must	All evidence points to this.
	Could	be difficult I predict this strongly.
It	May	I have a lot of evidence that it is.
	Might	I have a lot of evidence that it isn't.
	Can	There are times when it is difficult.
	Can't	If everything goes according to
	Shouldn't	plan.
2. Certain modals can also be used to express obligation (mild and strong), permission, ability, willingness, and habit. You should see a doctor. (mild obligation/ advice) You may go in now. (permission) She will bite her nails. (habit)		

Table 4-9: Advantages and disadvantages of RL:

Advantages	Disadvantages
+ There are some grammatical patterns that are better learnt as a rule (e.g. prepositions)	<ul style="list-style-type: none"> – Rules remain in learner's head as mathematical formulae; – Real language is wider than a certain rule; – Rules can be easily forgotten; – This method is far from authentic language teaching

4.3. Grammar practice techniques and activities

Some scholars such as Ellis (1993), Harmer (1998), Rutherford (1988), Ur (1988) and others distinguish different types of grammar practice activities. Among these types of activities, the most popular are mechanical (contextualized) and communicative practice (Ellis, 1993:234). Ellis (1993:233) explains that mechanical (contextualized) practice can be considered as *controlled practice* of grammar activities whereas communicative practice can be regarded as *free grammar practice*. Based on this classification, we will mainly focus on these two types of activities,

i.e. controlled and free ones. CEFR (2001:156) suggest that tasks are described as extremely varied in nature, and many involve language activities to a greater or lesser extent. For example: creative tasks (painting, story writing), skills-based tasks (repairing something), problem-solving tasks (jigsaws, crosswords), routine transaction tasks, interpreting a role in a play, taking part in a discussion, giving a presentation, planning a course of action, reading and replying to (an e-mail) message tasks and some others. According to the Council of Europe (2001:157), these types of tasks can be easily found in syllabi, textbooks, classroom learning, etc. although often in a modified version. Moreover, each of the tasks has its own objectives: for example, tasks that aim at developing students' communicative skills are role play, making dialogues, games, etc. Tasks that aim at increasing students' grammatical awareness include discussion of grammatical rules, gap filling with the use of the learnt grammar pattern, etc. Thus, most scholars, language instructors and those who deal with language teaching and learning believe that today the main objective of any task is to develop learners' communicative skills. Therefore, the CEFR (2001:157) write that "for many years the Council of Europe has promoted an approach based on the communicative needs of learners, and the use of materials and methods for English language teaching should also be focused on communication". Hence, most of the tasks presented in the textbooks should be communication-oriented. Consequently, grammar, being an essential tool in English language teaching, should also be communication-oriented. Regarding this, the Council of Europe (2001:151) suggests the following ways to develop students' grammatical competence:

- Inductively, by exposure to new grammatical material in authentic texts as encountered;
- Inductively, by incorporating new grammatical elements, categories, classes, structures, rules, etc. in texts specially composed to demonstrate their form, function and meaning;
- Inductively, by incorporating new grammatical elements, categories, classes, structures, rules, etc. in texts specially composed to demonstrate their form, function and meaning, but followed by explanations and formal exercises;
- By the presentation of formal paradigms, tables of forms, etc. followed by explanations using an appropriate metalanguage in L2 or L1 and formal exercises;
- By elicitation and, where necessary, reformulation of learners' hypotheses, etc.

Moreover, along with a huge number of grammar activities suggested by the CEFR (2001:152) there is a sample list of basic tasks that could be used to practice grammar (see Table 4-10).

Table 4-10: Basic grammar practice activities according to the CEFR (2001:112)

Various tasks to practice grammar suggested by the CEFR
Gap-filling
Sentence construction on a given model
Multiple choice
Category substitution exercises
Sentence merging
Translation of example sentences from the L1 to the L2
Question and answer involving students' participation
Grammar-focused fluency exercises

Interestingly, the list includes such an activity as “Translation of example sentences from the L1 to the L2”. Some scholars (Palacios and Seoane, 2004; Guy Cook, 2010, etc.) think that the use of translation can be positive and they suggest dynamic and communicative ways of using translation in the EFL classroom. Yet the CEFR (2001) advocates the limitation of use of the L1, which is quite a logical way to motivate learners to use English in the class.

4.3.1. Major classification of the tasks: controlled grammar practice versus free grammar production

This book roughly divides the tasks into controlled grammar tasks and free grammar production activities. Those tasks and activities that cover traditional exercises such as gap-filling, matching, category substitution, etc., are termed *controlled grammar tasks*. *Free production tasks* are those that include essay writing, making up a dialogue, and discussions on particular topics, i.e. all those activities that urge students to express themselves freely without having to resort to a model or a given pattern. Moreover, by completing free production tasks, students are expected to be creative and original. According to the *Teaching Knowledge Test Program* (Sprat *et al.*, 2005:35), controlled grammar activities are those where a learner can use only the patterns that have just been taught. These activities usually focus on remembering the grammatical patterns, rather than

practising the students' oral language. Newly presented patterns are followed by drilling activities or controlled exercises.

All the tasks and activities that focus on discussions and learners' opinions, whether in written (even questions on task completion) or oral form, belong to *free grammar production* tasks. That is, according to the Council of Europe (TKT, 2005:35), those activities that are less controlled give more opportunity for learners to practice communication, interaction and fluency than controlled activities. Moreover, due to the nature of free grammar activities, students are expected to produce language "on fly" without having sufficient time for thinking. The utterances produced do not have any concrete model since the major focus of the content produced is on accuracy and fluency of the language uttered.

4.3.1.1. Controlled grammar tasks

Based on evaluation of the twenty modern EFL textbooks, a certain number of the most common controlled grammar activities has been found.

Table 4-11: Types of controlled grammar production tasks in the B2 and C1 selected textbooks

Controlled grammar practice tasks	
1.	Fill in the gaps (with a correct form of...)
2.	Put (the verb) into the correct form
3.	Complete... (the sentence / the phrase using...)
4.	Choose...(the verb, the tense form, etc.) any grammar pattern
5.	Find and correct the mistakes
6.	Answer the questions (on grammar issues)
7.	Underline... (a correct form of the verb, etc.)
8.	Match...two halves of the sentences (the phrases)
9.	Put (the verbs) into the appropriate form
10.	Join (combine) the sentences, etc.
11.	Complete the rules (using one of the options)
12.	Write answers and questions using the target language
13.	Put (the sentence) into correct order
14.	Replace (the adjectives with the adverbs)

To get a deeper understanding of each activity type, a number of examples will be demonstrated.

1. Fill in the gaps/Insert (with correct form of ...):

1a. Retrieved from *Face to Face* 2009, p.15

Read about Ted's parents, George and Kath. Fill in the gaps with the correct form of the verbs in brackets. Sometimes there is more than one possible answer.

Before we got (get) married, Kath and I (live) in Boston. Then in 1996 we (move) to New York, where we (have) a small apartment. Back then more often than not we (stay) at home in the evening because we (not have) much money. Ted says that I (always go on) about how poor we (be) then, but it's true. For example, often we (buy) Ted a burger as a treat, but Kath and I (never eat) out. But now that we (have) more money we (go) to restaurants quite a lot. In fact, most weeks we (eat) out at least twice. Most of the time we (go) to local restaurants, but once in a while we (drive) up to Boston and go to one of our favourite restaurants there. I really (love) Boston and every now and again I (think) about moving back there, but Kath (always tell) me that's unrealistic.

1b. Retrieved from *Language Leader* 2008, p.11

Fill in the blanks with present, past or future

1. I intended to come for just a couple of months, but next September, I (be) here for five years.

2. When I interviewed him he (already/be) out of work for over a year.

3. My sister (be) the head of a PR company for the last ten years.

4. We (interview) five people since 9 a.m. but I don't think any of them meet the requirements.

5. It's no use sending your CV now. They (choose) a candidate by the end of today.

6. I was hoping (finish) by now.

7. (complete) my training. I'm now looking for a job in finance.

NOTE: The most common type of controlled grammar activity, “fill in the gap”, is usually accompanied by a set of correct answers in the appendix part of the textbook. It can be useful for practising specific grammar topics such as conjunctions, articles, verb forms, or any part of speech. This

activity involves all learners in implementation of a meaningful task that can be done individually, in small groups or by all the class together (particularly if a white board or a smartboard is used). The activity also helps students to communicate by discussing all possible options of the answer, making them use as much target language as they can.

2. Put (the verb) into the correct form:

2a. Retrieved from *Straightforward* 2012, p.47

Put the verbs in brackets into the past simple, past continuous or past perfect. Sometimes more than one tense is possible.

I (1) (walk) home yesterday when I (2) (see) a group of people in front of the church. They (3) (laugh) and one man with a video camera (4) (film) something, so I (5) (go) to have a closer look. Three people (6) (hold) long sticks and they seemed to be attacking a traffic warden! The man with the video camera (7) (notice) the look of horror on my face. He (8) (come) over to me and (9) (explain) that it was a piece of performance art. The traffic warden was really an artist called Mark McGowan, who (10) (dress) up in a warden's uniform. He (11) (advertise) the event on a website, inviting people to come along and hit him with wooden sticks.

2b. Retrieved from *New English File* 2003, p.83

Put the verb in brackets in the right form.

1. Do you think I ought to Mario? (apologize)
2. Rick hates that he doesn't dance very well. (tell)
3. I would love the exhibition, but it finished the day before we arrived. (see)
4. Alex seems a lot recently. Do you think he's studying enough? (go out)
5. Isn't there anywhere here? (sit down)
6. You'd better to the doctor about that cough. (go)
7. There's no point him. He always has his mobile switched off when he's driving. (phone)
8. It's important for celebrities at all the right parties. (see)
9. You're not supposed your mobile at work but everyone does. (use)
10. You needn't any food or drink to the barbecue. We've already got plenty. (bring)

NOTE: One of the most typical controlled activities, “put ____ into the correct form”, practically always suggests correct answers either in the main part of the textbook or more often in its appendix. This type of activity can be best used for practising verbal forms (including tense, voice, mood, aspect), adverbs, adjectives, and some others. The activity helps to analyse different paradigmatic forms of one and the same grammatical category and also serves a good function as a way to go through grammar as a whole.

3. Complete ... (the sentences / the phrases using):

3a. Retrieved from *Global 2010*, p.7

Complete the questions with the missing auxiliary verb.

Where you born? You born in a big city? = Where were you born? Were you born in a big city?

1. *You live in the capital of your country?*
2. *You ever been to a big city in a foreign country?*
3. *More people moving to the cities in your country now? Why?*
4. *Your parents live in the country or in the city when they were young? How it different?*
5. *How many different places you lived in?*
6. *Where you live when you were a child? Your family still live there now?*

3b. Retrieved from *Inside Out 2001*, p.17

Complete the sentences using the **-ing** forms of the verbs in the box. You can use each verb only once.

talk study buy borrow have embarrass iron

1. *I don't mind my friends my books.*
2. *When I've finished, I want to go traveling.*
3. *I've considered my own flat but I can't afford it.*
4. *My mother keeps me in front of my friends.*
5. *I never waste time my clothes: someone else does it for me!*
6. *Now I've got a job, I miss lots of free time.*
7. *My family always avoids about politics.*

NOTE: “Complete ____ using” is a type of activity that may require the completion of a phrase, a sentence, a question, etc., using a grammatical

pattern. This type of activity will be of particular importance for learners of levels A1, A2 and B1 since this task is good for drilling such areas as auxiliary verbs, conjunctions, verbs, etc. The activity may stimulate learners to reflect on various grammatical patterns, i.e. having discussions and debates in L2 that will positively affect learners' communicative skills.

4. Choose (the verb, the tense form, etc.) or any grammar pattern:

4a. Retrieved from *Face to Face* 2009, p.29

Choose the correct preposition.

1. *applied for/to a new passport?*
2. *talked about/to your job?*
3. *insisted to/on speaking to the manager?*
4. *worried for/about travelling?*
5. *apologized for/at being late?*
6. *spent a lot of money to/on a present?*
7. *shouted on/at somebody?*
8. *provided somebody for/with your bank details?*
9. *complained to/about something?*

4b. Retrieved from *Inside Out* 2001, p.5

Choose the most appropriate verb structure for the sentences below.

1. ***I've been knowing/I've known/I know*** Alice since I was a child.
2. ***I had/I've had/I used to have*** breakfast with Ben this morning.
3. ***I'm talking/I've been talking/I was talking*** to Cathy just before the lesson started.
4. ***I like/I'm liking/I'd like*** Dan a lot – he's one of my best friends.
5. ***I've learnt/I've been learning/I'm learning*** English for about the same number of years as Erica.
6. ***I've gone/I've been/I've been going*** out to dinner with Frank lots of times.
7. ***I've already met/I already met/I'd already met*** Gina before I joined this class.
8. ***I was having/I used to have/I'd have*** a friend called Harry, but we've lost touch with each other.

NOTE: An activity that focuses on the selection of a correct form out of two or three suggested options. This task can be applied at all stages of English language teaching. I would particularly recommend this activity as

a complement to *rules learning* and *grammar discussion through context* methods. For instance, such grammatical areas as prepositions and conjunctions will be best presented by means of the *rules learning* approach, and later practised via “choose...” activities. Grammatical topics like present perfect vs. past simple are best presented via the *grammar discussion through context* method and can also be accompanied by the “choose the appropriate form” exercise.

5. Find and correct the mistakes:

5a. Retrieved from *New Total English* 2011, p.20

Find the mistakes in each sentence and correct it.

1. *Giant multinational research center Sci-Corps seems to abandoned its research into cloning after pressure from the government.*
2. *Ex-president Michael Nkrumah is said be recovering well from the stroke he suffered last Thursday.*
3. *Michaela Kritzkoff, the explorer who disappeared for a month while canoeing along the Amazon, has been found in a village in Brazil. It believed that she had drowned during a storm.*
4. *British Commonwealth boxing champion Roderick Bland appears to finally retired, at the age of 46.*
5. *Ana finally, it seems if summer really is coming. Sarah smith reports on tomorrow's weather.*

5b. Retrieved from *Straightforward* 2012, p.21

Find and correct six mistakes in the verbs in the text.

The Lady of the Cross would be a familiar sight on the streets of New Orleans. Every day, she would walk the streets of New Orleans, sometimes crawling on her hands and knees. When she was younger, she also used to carry a large statue of a saint, but she used to give this up when it would become too heavy for her. She lived alone in a large old building which would be a restaurant belonging to her ex-husband. She never used to marry again, but she used to have twelve dogs and three parrots for company. Sadly, only three people used to come to her funeral: her neighbor, a florist from whom she would sometimes buy flowers, and the florist's husband.

NOTE: The activities dealing with error correction are very important in terms of consciousness-raising. They make learners analyse grammatical patterns from various viewpoints and discuss why something is correct or not. This activity can be a good complement for the *rules learning and error correction* method and may assist in practising such grammatical areas as verbal tense forms, conditionals, gerund vs. infinitive and many others.

6. Answer the questions (on grammar issues):

6a. Retrieved from *Inside Out* 2001, p.57

Look at the verbs in these pairs of sentences from the Lara Craft interview. Answer the questions below.

1. *Verb structure?*

What is the name of the verb structure used in each pair of sentences?

2. *Dynamic or stative?*

Which two pairs of sentences have verbs with dynamic meanings?

Which pair of sentences has verbs with stative meaning?

3. *Complete or incomplete?*

Which pair of sentences shows actions that are complete?

Which pair of sentences shows situations that are incomplete or ongoing?

Which pair of sentences shows actions that are incomplete or ongoing?

6b. Retrieved from *New English File* 2013, p.56

Check what you know. Look at the photo and then answer the questions using must be, might be, or can't be.

1. *What time do you think it is?*

a. 2.00 p.m. b. 8.00 a.m. c. 6.00 a.m.

2. *What day of the week do you think it is?*

a. Friday b. Saturday c. Sunday

3. *What country do you think it is?*

a. Brazil b. the UK c. the United States

4. *What do you think the man is looking for?*

a. his glasses b. his car keys c. his briefcase

NOTE: There are different variations of “answer the questions” activity. The one discussed in this book is based on answering grammatical questions. This simple activity, on the one hand, may focus on any grammatical rule; on the other hand, it may assist in developing students’

speaking skills. Since the major target of this activity is to discuss a grammatical pattern, it can be a good complement to such grammar teaching methods as *rules learning* and *grammar discussion via exercises on rules completion*.

7. Underline ... (the correct form of the verbs, etc.):

7a. Retrieved from *Language Leader* 2008, p.21

Underline the correct modal verb

1. *I'm afraid that's absolutely impossible. It mustn't /can't/ may not be true.*
2. *That mustn't/ may not/ can't be Peter. He's in Beijing.*
3. *I can/must/might have to go to Miami tomorrow.*
4. *We mustn't/might not/don't have to leave yet. We've got lots of time.*
5. *It looks like it could snow, but it can/could/might not.*
6. *You may/would/will sit down if you like.*
7. *You don't have to/mustn't/might not touch that button. It will delete everything.*
8. *I can't meet you tomorrow. I have to/would/could work.*
9. *Sorry, but I can't/might not/may not come to the meeting. I'm too busy then.*

7b. Retrieved from *Speak Out* 2011, p.13

Underline the time phrases in the sentences.

1. *.... and, so far, one guest has had a piano lesson*
2. *No one has refused a challenge yet.*
3. *I've already seen Mamma Mia, so let's get another DVD.*
4. *Three weeks ago, comedian Arthur Smith gave his piano lesson nine out of ten.*
5. *I've put up five shelves this morning and it's only 10 a.m.*
6. *I put up five shelves this morning before lunch.*
7. *We watched the programme for six weeks.*

NOTE: This activity asks learners to underline any grammatical pattern implicitly; it triggers discussions based on various questions including: “why is this pattern used, not that one”, “what if we use another one”, “when do we usually use this pattern?” etc. By this means, learners may practise their speaking skills and develop their knowledge of structure. However, it

should be noted that this activity may occupy the whole lesson leaving all other activities in the shade.

8. Match ...

8a. Retrieved from *Language Leader* 2008, p.75

Match the conditional clauses (1-8) with a pair of clauses (a-h) to form sentences.

- | | |
|---|--|
| 1. <i>If they'd brought a map,</i> | a. <i>I'll phone the police./you'll regret it.</i> |
| 2. <i>If you solve the problem,</i> | b. <i>it's in, not out./don't blow your whistle.</i> |
| 3. <i>If I were you,</i> | c. <i>I could have gone to college. / I'd have passed the exam.</i> |
| 4. <i>If I had my own car,</i> | d. <i>I'll buy everyone dinner./ you'll feel a lot better.</i> |
| 5. <i>If I had my own car,</i> | e. <i>I'd listen to her very carefully./ I wouldn't tell her.</i> |
| 6. <i>If you don't leave right now,</i> | f. <i>I'd go away every weekend. / you wouldn't have to take me to work.</i> |
| 7. <i>I'll phone the hospital</i> | g. <i>if you don't have time. /if you want.</i> |
| 8. <i>If the ball touches the line,</i> | h. <i>they wouldn't be lost now. / they would have arrived on time.</i> |

8b. Retrieved from *New English File* 2013, p.46

Match the sentence halves

- | | |
|---|---|
| 1. <i>Don't walk too near the river</i> | a. <i>in case it's raining when you finish work.</i> |
| 2. <i>You are more likely to have an accident</i> | b. <i>if you don't hurry up.</i> |
| 3. <i>They'll call us</i> | c. <i>if you're having supper now.</i> |
| 4. <i>You're going to be late</i> | d. <i>if you've finished cooking.</i> |
| 5. <i>I'll probably be driving</i> | e. <i>if you come at two.</i> |
| 6. <i>I'll call back later</i> | f. <i>in case you fall in.</i> |
| 7. <i>Take your umbrella</i> | g. <i>when you call me so leave a message.</i> |
| 8. <i>Please put everything away</i> | h. <i>until everybody has put their seat belt on.</i> |
| 9. <i>I'll have already had lunch</i> | i. <i>as soon as they've landed.</i> |
| 10. <i>I'm not starting the car</i> | j. <i>if you drive too fast.</i> |

NOTE: The “match” activity is one of those activities that helps learners to see a grammatical construction not as a detached one, but in context (at a sentence level). A learner has a chance to try different collocations discussing the reasons of their selection. The grammatical areas that can be favourably practised via the “match” activity are *conditionals* or *sequence of tenses*. Moreover, with students of lower levels of English language competence, the *match* activity/game can be introduced through cards with some pictures and sentences on them. This will improve students’ visual memory and sharpen their associative abilities.

9. Put (...) into appropriate form:

9a. Retrieved from *Language Leader* 2008, p.117

Put the words in brackets in the correct order to complete the sentences.

1. I was in a hurry so (I the out problem quickly pointed)
2. The Chairman wants the meeting in the morning, so (I’ve ten it set for up o’clock)
3. That’s the colleague (gave last smoking who up week)
4. The topic was controversial so (I it up carefully brought)
5. Unfortunately, it was the secret (which found out I had)
6. Golf was too expensive so (I gave immediately up it)
7. She made me a good offer but (I’ve turned down it)

9b. Retrieved from *New English File* 2013, p.69

Put the verbs in brackets in the infinitive (with or without to) or the gerund (-ing form)

1. ... to music can change how we feel. (listen)
2. We play sad music when we want even sadder. (feel)
3. Film score writers are experts at music an atmosphere. (use, create)
4. Most people enjoy music in the car. (play)
5. It’s difficult when there’s loud music playing on the radio. (concentrate)

NOTE: “Put into appropriate form (order)” is good for those students whose L1 belong(s) to different groups of languages (Turkic, Slavic, Romanic) from English (Germanic). Due to their structure, Turkic languages that are based on agglutination should be particularly emphasised. By completing a “put into appropriate form (order)” task, students get acquainted with the word order peculiar to the English language. Often, the word order turns

into a real problem for many learners when speaking or writing, since not every language follows the SVO order.

E.g. *SVO* (Subject + Verb + Object) in Germanic languages

SOV (Subject + Object + Verb) - verb mostly being in a final position is typical for many Turkic languages.

10. Join (combine) the sentences:

10a. Retrieved from *Face to Face* 2009, p.33

Join these sentences using defining, non-defining or reduced relative clauses. Use commas where necessary. Sometimes there is more than one possible answer.

1. Yesterday I met a man. The man owned a bookshop. → Yesterday I met a man who owned a bookshop.
2. This is the room. I wrote my first novel in this room. →
3. Clive McCarthy was my English teacher. He writes biographies now. →
4. That's the woman. Her first novel became a best-seller. →
5. I threw out some paperbacks. I hadn't looked at them for years. →
6. I lost my copy of the *Alchemist*. It had been signed by the author. →
7. I saw an old lady. She was sitting outside the library. →
8. I found some old books. They were hidden behind a cupboard. →

10b. Retrieved from *Face to Face* 2005, p.17

Combine these two clauses, using "of which" or "of whom"

1. She had lots of ideas, but most of them were impractical. → She had lots of ideas, most of which were impractical.
2. She has two children, but neither of them look like her. →
3. Tim interviewed several people, who were all unsuitable. →
4. She gave me four tops, but I only wore one of them. →
5. There were only two flights that day but they were both full. →
6. I studied German at school, but remember none of it. →

NOTE: The "join" or "combine the sentence" activity is another important task for those learners whose L1 structure differs greatly from English. This type of activity can be widely used for practising conjunctions, sequences of tenses, complex or compound sentences.

11. Complete the rules (using one of the options):

11a. Retrieved from *Global 2010*, p.60**Complete the rules** about *be used to* and *get used to*.

- To talk about a situation which you are comfortable with, you use + verb + or noun
- To talk about a situation, you are becoming or have become comfortable with you use + verb + or noun.

11b. Retrieved from *Inside Out 2001*, p.80**Complete the rule** by choosing the correct ending.

You can use the structure “have something done...”

- a) when you do something for someone else.
- b) when someone does something for you.
- c) when you do something yourself.

NOTE: The “complete the rules” is one of the most frequent tasks that normally follows the *grammar discussion via exercises on rules completion* method. However, “complete the rules” activity often restricts grammar to a certain number of rules and so possesses a very biased and unreal (inauthentic) nature.

12. Write questions and answers using the target language:

12a. Retrieved from *New Headway 2009*, p.80**Answer the questions** with a form of: *used to do*; *be/get used to doing sth*; *get used to sb/sth*

1. a. You don't like your new teacher, do you?
b. Not a lot, but we're getting used to her.
2. a. How can you get up at five o'clock in the morning?
b. No problem. I
3. a. How can you know Madrid so well?
b. I live there.
4. a. How are you finding your new job?
b. Difficult, but I it bit by bit.
5. a. Do you read comics?
b. I when I was young, but not anymore.
6. a. You two argue so much. How can you live together?
b. After twenty years' marriage we each other.

12b. Retrieved from *Inside Out* 2001, p.57

Work with a partner. Choose the most appropriate form of the present perfect, and then ask each other the questions.

- a. How long **have you saved/have you been saving** with the same bank?
- b. **Have you ever broken/Have you ever been breaking** your arm or your leg?
- c. How long **have you had/have you been having** your current e-mail address?
- d. **Have you ever been/Have you ever been going** to Berlin?
- e. How long **have you driven/have you been driving** the same car?
- f. **Have you ever missed/Have you ever been missing** a plane?
- g. **Have you ever eaten/Have you ever been eating** oysters?
- h. How many times **have you taken/have you been taking** English exams?
- i. How long **have you known/have you been knowing** your English teacher?
- j. How many times **have you done/have you been doing** exercises on the present perfect?

NOTE: The “questions and answers” activity can be referred to as both a controlled and a free grammar task. Yet, it could belong to a controlled one since, due to the teachers’ further instructions, the learner is required to use some fixed phrases to compose either a question or an answer. No doubt the instructor could turn this type of activity into a free one by asking further questions based on the initial ones.

13. Put the (sentences) into the correct order:

13a. Retrieved from *Global* 2010, p.105

Put the sentences about survivors in the correct order, paying attention to the position of objects. Sometimes there are two possibilities.

Survivors are people who...

1. through experiences have gone very difficult
2. pick have had to up and start again themselves
3. after have learnt look themselves to
4. difficult have when a positive attitude across the come
5. carefully before acting over the possibilities think
6. in search of are set off new challenges prepared to

NOTE: Another important activity to raise learners' awareness on word order in English is "put the ... into correct order". The task will be more effective if done on smartboards so that all learners are involved in the accomplishment of the activity and further discussions.

14. Replace (the adjective with the adverb):

14a. Retrieved from *Inside Out* 2001, p.40

Replace the underlined words and expressions with expressions from the text. You may have to change the grammar so that the sentences make sense.

a. When I have a strong desire to eat chocolate, nothing else will do. (line 10)

b. I have learned a lot of new words and expressions from listening to pop music. (line 16)

c. I always find it very difficult to remember peoples' names when I'm at a party. (line 23)

d. My dog is my only friend – he never disappoints me. (line 26)

e. The last time I had a cold it took me ages to recover from it. (line 30)

f. I tell everyone that I go to the gym at least three times a week, but actually, I rarely go more than two or three times a month. (line 35)

g. I love Sherlock Holmes-type mysteries. I only need to read the first page and I can't stop. (line 38)

h. My dad still plays football, but he keeps on injuring himself. I think it's time for him, to stop. (line 39)

NOTE: The "replace" activity can be widely used to enlarge the learner's knowledge on grammatical synonyms. This type of task can be applied to practising verbs vs. phrasal verbs, adverbs vs. adjectives, and other speech parts which can constitute grammatical synonymic pairs.

4.3.1.2. Free grammar tasks

Under the heading free grammar production activities, we acknowledge all the tasks that require discussions and the input of the learner's opinion, whether in a written (including even questions on task completion) or in an oral form. Having studied each of the selected textbooks, we came up with a list of free grammar production activities. See table below:

Table 4-12: Types of free grammar production tasks in the B2 and C1 selected textbooks

Types of free grammar practice tasks	
1.	Discuss...(the situation)
2.	Role play
3.	Write sentences (story, paragraph, text)
4.	Ask and answer the questions
5.	Improvise... (a part from a movie)
6.	Complete ...(a dialogue using your own ideas)
7.	Make a dialogue/story...
8.	Grammar games...
9.	Describe using...

1. Discuss (the situation)

Retrieved from *Face to Face* 2009, p.8

Work in groups. **Discuss** these questions.

- a. Have you, or has anyone you know, been to university or college? Did you/they enjoy it? What did you/they study?
- b. What problems do you think students have during their first week at university?

Retrieved from *Language Leader* 2008, p.100

Discuss with a partner. How would you react in the following situations?

1. ... if a stranger started taking photos of you in public?
2. ... if you found someone looking through your bins.
3. ... if you won a competition and your address and phone number was printed in the local newspaper.

NOTE: This activity can be used at any level from A2 to the highest. At lower levels (A2-B1), the main aim of the instructor is to provide the learners with grammar-oriented structures (either questions or affirmative statements) so that the learner feels “ground” to bounce from. As regards the upper levels (B2-C2), students can discuss some situations without any questions previously set by a textbook or a teacher. Moreover, students are not required to use any particular grammatical pattern. In this case, the teacher should note down the students’ weak points (in terms of grammar); select the most important ones (since it would be difficult to focus on all the

mistakes that might occur during the speech) and, later on, dedicate some 5-10 minutes to talk through the most common mistakes made by the students. This will give an extra opportunity to practise spoken English.

2. Role Play

Retrieved from *Speak Out* 2011, p.18

Work in pairs and take turns. **Role-play** a phone conversation between a tourist information officer and a customer.

A: I'd like to enquire about train times to Glasgow.

B: Certainly. What would you like to know?

A: Can you tell me what train I need to take to get to Glasgow?

B: ...

Retrieved from *Headway* 2003, p.43

What 'white lies' might you tell in these situations? **Role-play** them with a partner.

1. You're having a meal with your host family. You have just forced yourself to eat something you don't like, when your host says, 'You must have some more!'. What do you say?

2. A friend has just had a baby who you think looks like any other newborn baby. 'Isn't he gorgeous?' she coos. What do you say?

3. Your aunt invites you to go on holiday with her for two weeks. You love her, but know it would be a disaster and it would be no holiday to you. What do you say?

NOTE: One of the most difficult and, at the same time, the most interesting activities, role-play is often ignored by students because of their unwillingness to imagine or invent situations. My teaching experience shows that out of fourteen students in an EFL class, nine of them will definitely refuse to perform any situation. Yet, because of its authentic nature, the role-play activity should be to some extent applied to our classes. For this, we need to guide the students by asking them to play some certain situations: E.g. "Imagine that you are in a plane, and a handsome man (woman) is sitting next to you. You want to start a conversation....." In one word, to make the students speak, we need to give them some prompts on what they should speak about. Moreover, the activity would be more effective if, previously, learners could have seen a similar video, or heard some similar conversations. Role-play activity could be best practiced in classes above the B1 level.

3. Make (a story, some sentences, a paragraph, etc.)

Retrieved from *New Headway* 2011, p.88

Write some notes about an occasion in your life when everything went wrong. Tell the class. They can comment and ask questions.

Retrieved from *New Cutting Edge* 2006, p.23

Write a funny/sad/touching story that you know (either a true story or a story from a novel or film that you like). You may use (either a target grammar or a target vocabulary).

NOTE: This activity can be applied from level A2 to level C1. The main target of the instructor is to clearly set the task, i.e. to ask students to make up a story focusing on a specific grammatical pattern, indicating a specific situation. The activity can be fulfilled in oral and written forms. Though, in order to focus on grammar and on some other language elements more deeply, and to memorize the patterns more efficiently, it is recommended to implement the task in a written form. We can also use a combined activity, when one group of students is role-playing and another one is writing a short description of what is going on in the class. E.g. for level B1: One group of learners *role-plays the situation as if they are in a long queue at the airport (of a non-English speaking country) trying to get information at an information desk. Yet the woman working there does not clearly speak English. Students need to imitate the kind of misunderstanding that may occur in such a situation.* Another group of learners *gathers together to write a short paragraph describing what is going on, using Present Progressive.* Later on, the class can be involved in a long discussion describing the performances of both the first and the second group.

4. Ask and Answer the questions

Retrieved from *Face to Face* 2005, p.54

Take turns to tell your partner about your education. **Ask follow-up questions.**

Retrieved from *New English File* 2003, p.47

Look at the highlighted verbs in these sentences and answer the questions: a. Which ones are really about the past? b. What time do the others refer to?

1. When Bill and I **got** married, his attitude to money **amused** me.
2. If Bill **got** promoted, our standard of living would go up.

3. I wish we **were** better off.
4. I was so jealous when I **heard** about Carol's weekend in New York.
5. I think it's time we **thought** about moving to a bigger house.
6. I'd rather want my daughters **married to** a man with money.
7. I wish I'd **married** my first boyfriend!
8. If I'd **married Sean**, I would have a much better standard of living.

NOTE: The “ask and answer the questions” activity is one of those tasks that can be used in various forms. These can be questions asked between students (pair work), or by teacher to students, or when students generally ask questions about a reading comprehension text. The advantage of the activity is its usability for all levels (A1-C2) with the emphasis on lower levels.

5. Improvise

- Retrieved from *Global 2010*, p.43
- Choose two or three of the lines and **improvise** conversations around the sentences below, using a range of modal verbs.
1. It's cold in here.
 2. I don't feel like staying in tonight.
 3. I'm fed up with doing the washing-up all the time.
 4. You look busy.
 5. I wish someone would answer the phone.

NOTE: The “improvise” activity is very similar to a role-play activity. Yet it can be performed by students of lower levels since the activity is based on some certain grammatical patterns and can be implemented within a couple of minutes.

6. Complete (using your own ideas)

- Retrieved from *Face to Face 2005*, p.5
- Complete** the following sentences about yourself.
1. What I find really boring ...
 2. It's ... that really irritates me.
 3. It wasn't until ...
 4. The year that ...
 5. What amuses me ...
 6. A place I really love ...

Retrieved from *Headway* 2003, p.96

Read Sozos's sad story. **Complete** his final regrets.

In the 1970s, Sozos was newly arrived Greek immigrant in Australia. Each and every week he bought a lottery ticket. One week he was queuing to buy a ticket, when an old lady stepped into the shop also wanting to buy one. Sozos, being a polite young man and remembering his mother's words, "always be kind to old people", offered the woman his place in the queue. The next week, to his shock and horror, he saw on TV that the winning ticket was the one the old lady bought. She had won \$6 million. Sozos says: "I think about it to this day. How different my life would have been if only I!"

NOTE: The activity is designed for students of lower levels (A1-B1) since it does not require any independent thinking but asks students to continue the written sentences or phrases. Moreover, the exercise focuses on some particular grammatical patterns that should be taken into account when building up a sentence or a phrase.

7. Make a dialogue

Retrieved from *New Cutting Edge* 2006, p.59

Work in pairs. **Write the dialogue** between Andrew and Marina using some of the phrases below in the present perfect simple or continuous. Act out your dialogue to the class.

You (try) to phone me?

(Not listen) your messages?

Where (be) you all day?

I never want to ...

I (think) about you ...

Please listen to me ...

What (do) all day?

I (feel) ...all day.

I (be) really busy, honesty.

NOTE: The "make a dialogue" is an interactive activity that can be used by students of any language competence level. The degree of its difficulty will depend on the earlier presented grammatical structure that should be used by students in their speech. Students of higher levels (B2-C2) may improvise any dialogue just by focusing on a certain grammatical pattern.

8. Grammar Games

Retrieved from New English File 2003, p.23

Game: Imagine you were given two items of clothing for your birthday which you don't like. You have decided to sell them online. Write a detailed description (using adjectives), making them sound as attractive as possible. Now, **play the game** by trying to sell your products; try someone who wants to buy them and agree the price.

Retrieved from Inside Out 2001, p.6

Part 1: Write the sentences:

- | | |
|------------------------|---------------------------|
| a) I was born ... | f) I can't ... |
| b) I'm not keen on ... | g) I've never been to ... |
| c) I'm ... | h) I'd like to ... |
| d) I used to ... | i) I hardly ever go ... |
| e) I've got ... | |

Part 2: Use the sentences you have written to play Bingo

Instructions:

- Copy the Bingo card onto a separate piece of paper.
- With a partner, take it in turns to read out one of your sentences. If your partner can answer with one of the responses on the Bingo card, you can cross out the square. If your partner can't use one of the responses because what you say is not true for them, you must wait for your next go to try another sentence.
- The aim of the game is to be the first person to cross out all the squares on the card.

So was I.	Nor do I.	So have I.
So would I.	Nor am I.	So did I.
Neither have I.	So am I.	Neither can I.

NOTE: The “grammar games” are interactive activities for young learners of English. They can increase the learners’ motivation, improve their language awareness and encourage them to interact with the whole class. Grammar games can also be used with adult learners; yet the instructors should be very selective suggesting a game for their older students.

9. Describe using (orally or in a written form)

Retrieved from *New English File* 2013, p.60

Look at the photos of Alan Cumming and Michael Cumpsty from the book and describe the actors. Use *looks*, *looks like*, and *looks as if*.

Retrieved from *Global 2010*, p.37

Look at the map. Think of as many adjectives as you can to describe it, or parts of it. Take turns making sentences to build up a description of a map.

NOTE: This is an activity to be used at higher levels (B1-C2) of EFL classes. The activity may presume description of a picture, of a photo, of any object, etc. The main target of the instructor is to correctly select the object of description having in mind the lesson-appropriate grammatical pattern. The best grammar areas to be practised via this activity are prepositions, verb tenses, adjectives, etc.

CONCLUSION

Grammar is considered to be one of the most difficult and at the same time one of the most important language areas to acquire when learning English (Quirk *et al.*, 1985; Ur, 1988; Batstone, 1994; Martinsen, 2000; Stranks, 2003; Williams, 2005; Parrott, 2010; Davis, 2015; Ribas *et al.*, 2015). The main reason for this is that grammar is the foundation of a language. We can definitely learn words, be able to pronounce them, and even combine some lexical items into meaningful utterances. However, to maintain extended and meaningful conversations in a foreign language we need to be acquainted with the order of the words so as to be able to build long and comprehensive sentences (word order), or simply to tell whether a sentence is uttered in the present, past or future tense.

The teaching of grammar has gone through many changes in recent decades (Corder, 1988; Parrott, 2010; Celce-Murcia, 2012; Larsen-Freeman, 2012; Soter, 2013; Schwartz, 2014; Davis, 2015, etc.). Different teaching methods have been used throughout this period; some of these approaches see grammar as an important language area, and consider it as important as the development of listening, reading, speaking and writing skills. In general, two main approaches to the teaching of grammar can be distinguished: a) *traditional approaches*, which were used before the 21st century and the impact of which is still seen today; and b) more recent approaches, appearing at the end of the 20th century and the beginning of the 21st century, reflecting a demand to adjust to a new wave of contemporary language teaching based on communicative approaches to language in general.

Among traditional methods (Lester, 1990; Williams, 2005, Scheffler, 2013), we have included *grammar translation, rules learning and error correction, teaching grammar in context*. Some of the most innovative recent methods (Long, 1991; Foster and Vogel, 2004; Palacios, 2007; Larsen-Freeman, 2012; Ansarin, 2012; Manchon, 2014; Kiliçkaya, 2015) include the *consciousness raising approach, the communicative approach, the task-based approach, the comprehension-based approach, and the ungrammaticality approach*. Following this classification, the *grammar translation* method (Rutherford, 1988) is good for memorizing certain key structures, whereas *rule learning and error correction* favour the discussion of grammar patterns. Additionally, the *grammar in context* approach

(Lakoff, 1969; Celce-Murcia, 2012) develops associative language learning, revises errors and gives learners the chance to hear contextually authentic native speaker talk (oral or written). On the other hand, we need some new ways to teach grammar. For example, with the *consciousness-raising* (Rutherford, 1988; Palacios, 2007) and *comprehension* approaches, we can favour students' thinking and analysing abilities; moreover, a *task-based* approach helps students to increase their motivation, use real language, and interact with other students. The *ungrammaticality* approach to grammar teaching is also important, since students often learn aspects of the target language by making mistakes as part of their learning process. Finally, today we cannot overlook the *communicative* approach in the teaching of grammar, which meets communicative language teaching requirements. The discussion of each of these methods showed that every approach has its advantages and disadvantages, which supports the claim that it is not sufficient or useful to use only a limited number of possible methods, either in EFL classes or in textbooks. Apart from traditional and recent approaches to grammar teaching, some scholars distinguish between explicit and implicit grammar teaching perspectives (Chalker, 1984; Sharwood-Smith, 1988; Ellis, 2003; Ansarin, 2012, etc.). By explicit grammar teaching, we mean an overt grammar explanation, whereas implicit involves as a main target the elicitation of the information from the learners themselves. In fact, no matter which grammar teaching method the EFL instructors use, the major target should be the development of students' communicative skills. Teachers should thus be quite sophisticated when it comes to selecting appropriate grammar teaching techniques to present and to practice a specific grammar area. Finally, students should use grammatical patterns that they have learned in real-life situations, that is, in their everyday interactions.

Another interesting point to touch upon is the triangle suggested by Larsen-Freeman (2012:251). Accordingly, teachers should not only present the form and meaning of any grammatical pattern to their students but should also focus on its use. Thus, it is very important that along with the form and meaning, both textbooks and EFL instructors explain the use of the grammar patterns in question.

One of the changes that the teaching of grammar has witnessed over recent decades is the use of different techniques, materials and resources (Master, 1990; Lewis and Hill, 1992; Ellis, 2003; Ur, 2012, Schwarz, 2014; Kryachkov et al., 2015, etc.). As discussed in Chapter 4, the most common types of grammar teaching techniques used in present-day English language teaching are *traditional drills* (Rutherford, 1988; Harmer, 1991; Ruin, 1996, etc.) such as *fill in the blanks tasks*, *error/mistakes correction tasks*,

grammar awareness activities, sentence restructuring tasks, matching activities, and creative grammar activities (Rivonluceri, 1984; Terrell, 1990; Crystal, 2001; Güttler, 2011; Selami, 2014, etc.) that consist mainly of *games, grammar jokes, grammar activities that include the use of pictures, flashcards and photos*, and some others that involve the use of technology. Consequently, there are many modern resources and materials available for the teaching of grammar, and teachers may combine these with traditional ones. Yet, they should also bear in mind that grammar activities should fulfil a communicative function. As regards the use of technology, the participation in blogs and the use of websites, etc. are aimed at increasing students' motivation in terms of language and, more particularly, grammar learning.

Moreover, in Chapter 2, I discussed Dale's Cone Pyramid (see Figure 2-4). According to this, in 50% of cases people remember what they see and hear, whereas when something is said and written the proportion of what is remembered increases to 70%, and when we actively do something ourselves this figure rises to 90%. Based on this, one may assume that in order to learn (memorize) grammar better, those activities that involve speaking, writing and listening will be of great importance. Yet the activities based on the accomplishment of any tasks that involve language use should be considered as the most important, since in most cases people seem to remember best those things that they do themselves.

The representation of grammar in modern EFL textbooks

As previously noted, textbooks can be regarded as a superior form of language teaching material, which aim at regulating the language teaching process (Ur 1988; Hutchinson and Waters 1993; Cunningsworth 1995). The use of textbooks is of great benefit for both teachers and students and, consequently, if the textbook is good, it will be very beneficial for the teacher; however, if that is not the case the teacher will need to make use of supplementary language teaching materials. However, in order to be appealing to both teachers and students, textbooks should be periodically refreshed, and they should incorporate new information in terms of language, language teaching methods and content. In other words, as the primary resource for language teaching, textbooks are more likely to introduce changes that may bring about innovations (Sheldon, 1988; Roberts, 1998; Tomlinson, 2012). One of the major requirements for textbooks is to make them meet learners' needs (Cunningsworth, 1995; Karavas-Doukas, 1998; Richards, 2001; Mares, 2003). By learners' needs, we refer to important issues such as a balanced pedagogical treatment of the

four language skills, equilibrium between theory and practice, being well matched to the students' level of English, containing interesting and interactive tasks, communicative tasks, and being culturally appropriate, etc. That is why we find it extremely important to take into account the students' background, traditions and customs, as well as their culture, age, and even to consider both sexes, as a means of ensuring that textbooks meet the needs of students. Hence, in Chapter 2 I discussed issues such as evaluation, the reasons for it and the criteria used, claiming that evaluation involves collecting and using information to judge the worth of something (Millman and Daling-Hammond, 1990:20). Thus, in order to have an optimally useful textbook, we should evaluate the existing ones to see their strengths and weaknesses. That is why the study of this book focused mainly on the evaluation of twenty mainstream textbooks used worldwide.

Thus, the analysis of the twenty mainstream textbooks shows that very frequently authors republish or re-edit their textbooks by adding the labels "modern" or "recent" but in fact they retain the original content, making no more than cosmetic changes. Moreover, the analysis presented in the book has provided an account of the techniques that are presently used in all the selected textbooks. The analysis was carried out from two different perspectives, that is, from the point of view of controlled grammar practice and that of free grammar production. The results show that most of the textbooks use controlled grammar activities, including *fill in the gaps*, *put (verbs, nouns, adjectives, etc.) into the correct form*, *match*, *underline*, *find and correct mistakes*, etc. Moreover, the analysis of the data shows that controlled grammar activities are most frequently used in textbooks such as *Language Leader C1*, *New Total English C1*, *New Total English B2* and *Solutions B2*. As regards free grammar production, out of the relatively small number of activities, the most widely presented are *write a dialogue*, *describe (the picture, the situation, etc.) using some grammar patterns*, *write a story*, or *tell about something*, *role play the situation*, *play the game*, etc. These types of grammar activities are mostly presented in *Speak Out B2*, *Solutions B2*, *Speak Out C1* and *Straightforward C1*. Consequently, we can conclude that out of twenty textbooks selected for the analysis, only *Solutions B2* presents a solid number of both controlled and free production grammar practice activities.

Regarding the methods of grammar presentation identified in the twenty selected textbooks studied, only one of them uses an unconventional approach here; this is what I call "grammar-free method", since the author presents grammar in an indirect way, without referring to any grammatical patterns or giving any explanations. Four textbooks also present grammar through rules learning. Finally, the largest number of textbooks (8 out of 20)

introduce grammar via discussing the rules, and eight of them teach grammar through context discussion. It should be borne in mind that all but two of the textbooks studied have only one method of grammar presentation; only two of them (*Global B2* and *Global C1*) resort to two different methods for presenting grammar.

All in all, the existing results regarding textbooks and materials can be considered as ‘food for thought’ for many textbook writers, as well as for others within the textbook industry.

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