



## ANALYSIS OF GRAMMAR ACTIVITIES

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**Abstract:** *This introductory activity is designed to help students practice the use of definite and indefinite articles in English. It emphasizes both the form and meaning of articles, though at times the focus on form may lack clarity. Through structured exercises, learners engage with grammatical patterns, deepening their understanding of article usage. A key component of the activity involves students identifying and inserting appropriate articles based on the initial sound of the following word—a process linked to the "noticing" feature of language learning. The activity also reinforces rules for using "a," "an," and "the," particularly highlighting their application before specific types of nouns. Overall, the lesson provides foundational practice in article use, supporting students' grammatical development.*

**Key words:** *Grammatical development, noticing, evaluation, feedback, self-discovery, definite and indefinite articles, validity, grammatical perspective.*

### Teaching Grammar as Product

This simple but introductory work serves as the first opportunity to practice using definite and indefinite articles in a sentence. Form and meaning are both stressed throughout the whole of the activity; yet, the focus on form is not completely clear at all times. During this lesson, students will put what they have learned about indefinite and definite articles into practice by working through certain activities. The students will get familiar with the many grammatical forms of the articles while participating in these exercises. As a direct consequence of going through this process, they are able to increase the depth of their comprehension of the various pieces.

When students are looking for indefinite articles and inserting them in the appropriate spot, one of the components of this activity requires them to concentrate on the single word that comes after the article in question. This is referred to as the "noticing" features. When a name starts with the vowel letter "an" or the consonant letter "a," it is rather simple to find the related article and place it in the appropriate folder. This is because both letters begin with the letter "a." It is customary to use the definite article "the" before singular nouns as well as nouns that are included in a certain list. This is something that we should think about including in the noting characteristics section.

The focus placed on self-discovery during this process is either insufficient or excessive. First, there has to be a sufficient number of prominent aspects for students to figure out the grammatical rule that underlies the activity. As another component of the assignment, there needs to be a greater number of important questions or hints.



For instance, why are there certain words that are italicized or underlined? Cross (2002) said that for students to be able to follow the steps correctly, "it is necessary that they understand the structure."

The time constraint will be what compels the students to conduct an investigation into the matter. Self-discovery of the rules is not guaranteed in the version that is currently being used and is heavily reliant on the perceptions of the students.

As for the benefits of the activity, it inspires students to concentrate on finding a particular grammatical rule and utilizes the HOT and LOW skills listed in Bloom's taxonomy to find a rationale for doing so. Batston (1994) provides support for an equivalent viewpoint when he states that product training "gives a clear structure" and "gives an overview of the notion" that language marks are encased. This statement is in reference to Batston's assertion that brand training "offers an outline of the construct." Students have the opportunity to develop a powerful sense of direction (p. 71). In addition, the activity provides students with the opportunity to work collaboratively with one another. In this scenario, students have the ability to construct particular rules based on the information they have gained very quickly after the beginning of the activity. Regarding the drawbacks of the exercise, we observed that there were no opportunities for self-discovery. The activity makes a sweeping generalization, which is not accurate. After the students have learned that the definite article is used with specific objects and the indefinite article is used for an item that is not stated, the next step is for the students to practice using the definite and indefinite articles. So, they might not be able to figure it out or have trouble understanding the many different uses of articles.

On the basis of the recommendations that were made earlier, I am able to implement a variety of changes that will result in an enhanced experience. To begin, the essential words are provided by a few characters whose names are written in italics or bold letters. Second, we should offer students more time to examine and provide definitions, but you should keep the number of instances the same. We should also consider using a smaller story style rather than a conversation style. Third, the insertion of extra work instructions in order to speed up the process of self-discovery and place more focus on structure in the context of peer work, checking each other's responses to the task specification jointly and providing feedback to one another.

This is the second online activity on utilizing adjectives in grammar that students may do online for fun. It's a brief one, but it's an introduction. The exercise places an emphasis on form as well as meaning. Students will practice the activities they have learned to describe things using their adjectives, such as colors and characteristics, in this activity. They get familiar with the various grammatical forms and structures while working through these tasks. They will improve their understanding of adjectives as a result of participating in this process.

Condensed using target forms in accordance with the structure of the task. This is not a very lengthy text, but it does provide a number of examples. For a student with



little expertise, it is a simple and speedy assignment. "Noticing" is necessary in order to do the work. A clear illustration may point readers in the direction of a certain subject. Regrettably, perception is not accomplished; despite this, the development of the exercise requires a significant level of prudence. It is reasonable to conclude that the exercise is intended to pique the learner's interest and hold their attention.

It is reasonable to suppose that some progress has been made toward the goal of putting more of a focus on self-discovery. In the event that there is an insufficient amount of information, the learner will be unable to recognize the rule. Because discovery can only take place after the questions have been answered correctly, including it in the activity is required. Students will be better equipped to draw their own logical conclusions if they are given the proper answers and instructed to discuss the answers they received.

The activity's advantage is the interaction of students with technology. This implies that the learner may get intimately acquainted with the technology. It guarantees that the learner swiftly learns from forms to processes in genuine circumstances that might be quite tough, while also providing enjoyment to the student. Batston (1994) says that the product approach "allows the learner to focus on certain parts of the language system without all the extra demands of using the language in real life" (p. 71). In terms of disadvantages, instances are offered in a brief and particular context. Furthermore, sitting in front of the computer for an extended period of time might be harmful to the student's health; of course, the instructor will be able to impose a time limit.

The following are some suggestions that I would like to make in order to enhance this activity: These online students were only allowed to select the answers; instead of this, I would like to require them to type the tasks that were covered in the online training. This will ensure that their writing skills do not become fossilized and that they continue to develop. Their touch-typing abilities will become better.

#### Teaching Grammar as a Process

When seen through the perspective of Candlin's (1987) taxonomy of language usage, the undertaking may be categorized as a "positive" action. It gives useful practice of the forms that are being taught, and it "encourages learners to use meaning and target language" (Batstone, 1994, p.74).

Students will have the option of accomplishing the activities successfully or poorly in this exercise by contrasting the procedures in it with the ways in which they do them in their home language. In the ready-made statements as well as in the directions, the second halves of the phrases will be straightforward to locate from a grammatical perspective if the meanings of the phrases are understood. Students might learn from and find it easier to do their work if they could see an example of it.

When it comes to the advantages of participating in the activity, one of the perks is the opportunity to practice writing certain grammatical forms. According to



Richards and Renandya (2002), the development of learners' language is going to be significantly impacted if they do not have a solid understanding of grammar. When students look at the grammatical forms of the target forms, it is much simpler for them to identify sentences to use those forms in. The fact that the activity does not contain the last stage of the approach process—namely, mass performance and reflection—is one of the drawbacks of participating in it. The activity has a lower level of interaction and mostly involves writing and sorting.

Regarding the improvement of this task, it would be more fascinating for the students if we delivered it to them in the form of a conversation or a story. This would make the activity more engaging overall. Additionally, it would be a tremendous aid for the students to complete the exercises if we provided examples with real-life photographs. This would allow the students to focus on the grammatical and logical meaning of the words they were using while completing the tasks.

According to what is provided in the instructions for this online activity, there is a significant quantity of potential for language for the reader who is already knowledgeable about the topic. In addition, students are required to produce 10 sentences utilizing their existing understanding of the target form of reported speech and the subject of reported speech. Nevertheless, the language that is utilized is significant to the point that it can be recalled. The assistance for students is also sufficient.

There is an abundance of materials accessible to serve as models for reported speech. The participant's engagement with digital tools is perhaps the most significant benefit of the task. The learner modifies their approach to meet the demands of the current environment, which include using various forms of technology. Taking into consideration the drawbacks of the activity, it is simple to forget the goal grammar if there is no student engagement and it is not used in the appropriate context. A student who relies too much on technology also runs the risk of becoming less motivated to do well in school.

Signals are offered to the learner through voices whenever the student finds all of the correct and incorrect replies to all of the answers so that this assignment may be created. This contributes to the overall increase in the exciting nature of this activity. In addition, this workout has a number of different animations, as well as voices that are pleasant to listen to. If the form is formed by adding more forms, then students will be able to improve their knowledge and better remember grammatical conditions if the form is constructed like this. These types of suggestions will lead to successful outcomes.

#### Teaching Grammar as Skill

According to Batstone (1984), "students are expected to think for a short length of time in order to answer the first question in the assignment, which aids in the development of the succeeding section that focuses on production. It is an activity that needs thinking on its own, but it does not necessarily represent the learners' later



usage of their original language". Grammar is taught in this exercise because it is vital to the subject of output for leading students, and we consider studying grammar to be a skill. According to Larsen-Freeman (2001), grammar is regarded as the fifth skill, and it makes a significant contribution to the development of other language abilities. Grammar just takes little attention, and we do this activity since it is essential. They are able to recall what they have learned about questions and responses and start using dialogues as a result of using these instructions.

Students have an abundant chance to develop language with a purpose when they are taught activities and grammar as a skill, which is a significant benefit of teaching grammar and activities as a skill. According to Batstone's (1984) interpretation, "carefully trains learners to utilize grammar for their own speech" (p. 35). One of the drawbacks that are connected to this situation is the fact that there is no way for us to know for certain if the students are using the form that is intended for them to use. It is hard to maintain control over the language that is being used by students in large classes when those students are engaged in collaborative work in pairs or smaller groups. A component of post-production reflection needs to be included in the improvement of the work in order to provide a remedy for the issue that was just outlined. Students will have access to blank forms that they may fill out and then turn in to the school in order to make courteous requests for the use of school resources by other learners.

In this online exercise for grammar, students practice grammar as a skill while making use of various pieces of technology. Students need to pay little attention to grammar, and with the

help of modern technology, they are able to remember what they have learned about questions and responses and immediately begin employing it in conversational contexts. When grammar is presented to students as a talent via the use of technology, a big advantage of this kind of training is that they are given a wealth of possibilities to develop language with a purpose, which is a value that cannot be overstated. Students may get any and all of the information they need in a much more expedient manner now that the internet is widely used. On the other hand, one of the negatives of online activities is that children may easily get involved in a range of unethical games on the Internet while performing the activities via the Internet. This is one of the reasons why parents should monitor their students' technology use. One of the drawbacks of participating in activities online is that this may happen. In addition, students who spend an excessive amount of time on the Internet have pain in a variety of their internal organs, which leads to a decline in the quality of their eyesight.

I have high hopes that if this online exercise incorporates discussions between students from English-speaking nations and students with English as a second language, it would be highly beneficial to students who are studying English as a second language.



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