



TEACHING GRAMMAR: going beyond the traditional approach

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Abstract

Due to the fact that the English language has spread all over the world and has become a lingua franca, which is a language adopted by speakers of different countries as a means of communication, there is a substantial number of people who want to learn it. While learning the foreign language students deal with the four language skills – reading, listening, speaking and writing – and also grammar, that should be taught in an appealing way. Therefore the aim of this paper is to analyze the effectiveness of the inductive approach for teaching grammar. To do so, we conducted some bibliographical research based mainly on Crystal (2010), Harmer (2007), Rajagopalan (2005), Paiva (2005), and Ur (2006) and others, who supported us to create an inductive grammar activity and also analyze a questionnaire that the students took part. To reach our aim we started talking about the spread of the English language since the British Empire until these days. Then, we mentioned some teaching-learning characteristics that make learning more meaningful for students. Next, we approached the teaching of grammar and how learners can benefit from it through the inductive approach. Finally, we presented a grammar activity based on the inductive approach and we also analyzed a questionnaire answered by the students who participated in the grammar activity.

Keywords: English. Global Language. Teaching-Learning process. Grammar. Communication.

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1 Introduction

The spread of English as a global language has been a remarkable phenomenon which influences lives worldwide. It has become a characteristic since the colonial expansion and has also been reinforced by globalization. Therefore, English became the means of international communication, consequently the world's lingua franca. Besides that, nowadays, learning the language is not only important but it is as essential as learning a profession.

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To go through the teaching and learning process, teachers should deal with the four language skills – listening, reading, speaking and writing - and they can also add one more, which is grammar. To communicate well grammar is needed, thus, we have been very concerned with the traditional approach used to teach grammar as it is perceived, by most of the students, as tedious.

Hence, the objective of this paper is to analyze how effective it is in the teaching of grammar through the inductive approach. To reach our aim we did some bibliographical research based mainly on Crystal (2010), Harmer (2007), Rajagopalan (2005), Paiva (2005), and Ur (2006) who gave us the support to create an inductive grammar activity and also analyze a questionnaire answered by the students who undertook the activity

To pursue our aim, first we provided a historical context for the spread of English since the dominance of the British Empire until the rise of the United States as an economic and political power which has led to globalization. This English expansion shows that English is no one mother's tongue, but, at the same time, spoken by everyone.

Then, we approached the characteristics of the teaching-learning process, mentioning strategies to bring learning as close as possible to acquisition in the language classroom and the importance of the individuality and age group of each student and how it impacts in the learning process.

After that, we talked about teaching grammar, how it is viewed by students and how a teacher can improve students' grammar experience by showing that it is vital for meaning and understanding. It was also discussed how the inductive approach supports meaningful language use.

Finally, we prepared a grammar activity based on an inductive approach to help students feel more motivated while learning grammar. We also analyzed a questionnaire that was answered by learners who did the activity. The questionnaire approached topics such as students' engagement, motivation, and comprehension of a certain grammar structure through the inductive approach.

2 English as a global language

Since the beginning of colonization, the English language has been considered of great value. The importance given to the language emerged in England and was taken to America and other parts of the world through colonization. The English language spread all over the world just as the British Empire expanded. According to Lacoste (2005, p. 8) “[...] autoridades coloniais, [...] teriam buscado impor sistematicamente o uso do inglês, como efetivamente ocorreu nas colônias francesas e nas colônias do império russo”¹ It is clear that each nation taught their native language first besides any other ones, but there is no denying that English has spread, since then, into the other communities' different aspects of life.

The dominance of the British Empire, whose language was used as the language of trade and diplomacy together with the increase of globalization, especially, through English-speaking countries such as The United States and The United Kingdom, also contributed to the spread of the English language.

¹The quotation throughout this paper will be kept in the original language to maintain its authenticity.

Therefore, the rise of the United States as economic and political power has led English to be considered the global language due to the country cultural domination, its currency, tourism and entertainment, such as music and movies. According to Crystal (2010, p. 10), "A language becomes international or global for one reason only - the power of the people who speak it". Lacoste (2005), also talks about the fact that the English influence comes directly and indirectly from The United States, bringing the '*Americanization*' of its language into others. Apart from that, Zeidan (2023), adds that English non-native speakers have surpassed a greater scale than thought before, having "400 million native speakers, but more than 1 billion non-native speakers" (Zeidan, 2023, online) of English in the world. Thus, "English rapidly became a unifying and dominating means of control. [...] The imposition of English as the one language of administration helped maintain the coloniser's power" (Harmer, 2007, p. 14).

Concerning the number of English speakers, Rajagopalan (2005, p. 149) adds:

Estima-se que perto de 1,5 bilhão de pessoas no mundo – isto é $\frac{1}{4}$ da população mundial – já possui algum grau de conhecimento da língua inglesa e/ou se encontra na situação de lidar com ela no seu dia-a-dia. Acrescente-se a isso o fato ainda mais impressionante de que algo em torno de 80 a 90% da divulgação de conhecimento científico ocorre em inglês. Ou seja, quem se recusa a adquirir um conhecimento mínimo da língua inglesa corre o perigo de perder o bonde da história.

As it was stated before, English is known as a global language, also called the World English, which means it "[...] belongs to everyone who speaks it, but it is nobody's mother tongue" (Rajagopalan, 2005, p. 111), which represents a kind of international shareholders' democracy, being everyone's and at the same time no one's own language.

Hence, it should not be confused with a language present only in English-speaking countries, but rather certified as the language that: "[...] serve como meio de comunicação entre os diferentes povos do mundo de hoje [...]" (Rajagopalan, 2005, p. 151)." According to Paiva (2005), English has served several purposes in international communication, such as being the language of diplomacy and the second language of many speakers. However, it also has a neutral aspect related to the values, as it is a global language that belongs to no one.

Due to this influence and dissemination all over the world, the English language occupies a dominant position: "[...] a língua inglesa se encontra profundamente estabelecida como língua padrão do mundo, como parte intrínseca da revolução global das comunicações" (Rajagopalan, 2005, p. 135). Being the language of communication, it is the language used on the Internet, to carry out research, in workshops, in touristic cities, thus, it is the world lingua franca, which means "a language used widely for communication between people who do not share the same first (or even second) language" (Harmer, 2007, p. 13).

In Brazil, despite the different culture and language, some English words, called loanwords, are added to our daily lives such as: "[...] lanchar na coffee **shop**, bronzear-se no **deck** da piscina ou bebericar no **wave bar**, enquanto seus filhos ficam no **playground** [...]" (Paiva, 2005, p. 17). Apart from the loanwords,

TEACHING GRAMMAR: going beyond the traditional approach which are part of our daily lives, we also have the American companies that settle down in our country and the mass media which are much more responsible for the language spread, as they are not even concerned with the translation of terminology: "Há já muito que as multinacionais não se dão ao trabalho de traduzir, ou sequer adaptar à ortografia de nossa língua [...]" (Paiva, 2005, p. 17).

As it was affirmed before, English is the language of globalization, the world's lingua franca, which demands its teaching and learning. It is known that more and more people are learning English and the learners are starting earlier than before. Consequently, the learning goes beyond the school curriculum as Paiva (2005, p.19) states:

Aprender a Língua Inglesa hoje é tão importante como aprender uma profissão. Esse idioma tornou-se tão necessário para a vida atual que, para conseguirmos aprimorar qualquer atividade profissional, seja no campo da medicina, da eletrônica, física, etc., temos de saber falar inglês.

Paiva (2005, p.10) corroborates this idea by saying that:

O interesse de vários países em promover o ensino desse idioma é uma forma de se ter acesso à ciência e à tecnologia ocidental, ao comércio e turismo internacional e à ajuda militar e econômica [...] está presente nos adesivos dos carros, nas marcas de carro, nos nomes de casas comerciais (apesar da resistência do governo), nos produtos, nas pichações de muros [...].

Regardless of the reason why, learning English guides people not only to persevere modern communication but it also broadens the horizon as it provides everybody with global opportunities.

3 Characteristics of the teaching-learning process

The teaching-learning process should be taken into consideration by teachers as it guides students to acquisition and understanding of the language. Every single student learns in one way.

While teaching a foreign language teachers should be aware of the distinction of acquisition and learning, which are part of the learning process and can aid students develop skills in different ways. Learning is a conscious process students go through as a result of formal instruction. According to Abreu-e-Lima (2007, p. 17) "[...] processo consciente e racional, no qual o indivíduo se concentra na forma [...]". On the other hand, acquisition is a subconscious process through which you pick up the language: "[...] processo inconsciente e intuitivo no qual o indivíduo é exposto à segunda língua [...]" (Krashen apud Abreu-e-Lima, 2007, p. 17). Acquisition occurs mainly with children when they are absorbing their mother tongue.

Being aware of the fact that what happens mostly in the English classes is learning, we teachers have to make it as similar as possible to acquisition. Harmer (1998, p. 25) comments on that by saying that:

Classroom students don't usually get the same kind of exposure or encouragement as those who - at whatever age - are "picking up" the

language. But that does not mean they cannot learn a language if the right conditions apply. Like language learners outside schools, they will need to be motivated, be exposed to language, and given chances to use it.

To reach this goal, Harmer (1998) suggests three elements that can bring learning close to acquisition: ESA - *Engage, Study, Activate*.

Engage, according to Harmer (1998) is when the teacher tries to get the student's interested in the topic or lesson and motivate them to learn. It can be done with games, warm-up activities, discussions, etc. "When students are *Engaged*, they learn better than when they are partly or wholly disengaged" (Harmer, 1998, p. 25).

The Study phase is when students learn or review topics of the language related to any language skill – reading, listening, writing or speaking – and also grammar or vocabulary. It can be called the learn new elements phase. Harmer (1998, p. 25) says that "[...] *Study* means any stage at which the construction of language is the main focus". Students should put the language and what they have learned into practice, without focusing on language construction, they are activating their communicative skills. "If students do not have a chance to *Activate* their knowledge in the safety of a classroom, they may find transferring language acquisition and study into language use in the real world far more problematical" (Harmer, 1998, p. 26).

The key aspect of this process is that it is interchangeable, you can start and finish with either of them. As claimed by Harmer (1998) the teacher can use the straight-arrow ESA - *engage, study and activate* - or adapt it according to their needs in class, for instance: engage, study, activate and study again. The important thing is that the elements are "[...] present in most lesson or teaching sequences" (Harmer, 1998, p. 26).

Even being clear that the ESA elements bring learning close to the acquisition process, teachers should also consider students' age in the teaching-learning process.

When analyzing each age group, some differences in learning are noticeable. Children learn, mostly, by listening and reproducing what the teacher says. They are much more motivated than other age groups, but do not have the same span of attention than older students, so the responsibility for a child to be involved and enjoy learning another language lies entirely on the teacher. Harmer (1994, p. 7) corroborates this idea by saying that "[...] almost everything for them will depend on the attitude and behaviour of the teacher".

Moving on to adolescents, the differences between each of the students are more perceptible and their motivation levels vary the most. This happens for many reasons connected to the purpose that brought students to learn English, such as their background, previous interest in the language, peer approval, parents' expectations and many others. Harmer (1994, p. 8) says that "[...] adolescents can also be highly intelligent if stimulated, and dedicated if involved." and this should be the basis of teachers' lesson planning. Therefore, teenagers can become demotivated rapidly if not encouraged and bring amazing results if the opposite happens.

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Finally, when dealing with adults, there are different language levels - as some are more at ease and some have more difficulties when learning a new language - which can be beginners, intermediate or advanced. As stated by Harmer (1994, p. 8) for adults "Success may be motivating, and the perception of having 'more advanced' English may be a primary goal." the reason why they seek to learn English is clearer than other ages, as the decision to learn a second language is entirely made by them. While they might be a little bit more precautious at the beginning to not make any mistakes (mainly when speaking), they have a high degree of motivation and are always very excited to learn something new and progress in their learning.

As it was affirmed before, each age group has its own characteristics of learning as they are guided by different levels of social, emotional, physical, and cognitive development.

4 The teaching of grammar

There is no denying that English is of extreme and non-stop growing importance in our society and it is part of the teacher's job to show this relevance in order to engage them into the teaching-learning process. First and foremost, to help students develop the ability to communicate effectively in English, teachers should deal with the teaching of the four skills – listening, reading, writing and speaking – and also grammar and vocabulary.

Grammar, most of the time, is the students' vulnerable spot as many of them find it difficult to understand and sometimes boring, which ends up demotivating them to learn English. Thus, teachers should find strategies to make it appealing to learners. Before talking about these strategies, we must define what grammar is.

Grammar is not just concerned with syntax, however. The way words are formed - and can change their form in order to express different meanings - is also at the heart of grammatical knowledge. Thus, for example, we can modify the form *arrive* by adding *-d* to make *arrived*, so that the verb now refers to the past (Harmer, 2007, p. 32.).

Accordingly, grammar is related to word formation and the use of different structures and tenses so that the speakers can express themselves, searching for the correct use of English. This process can make sense in a sentence, to finally form an understandable utterance: "[...] a knowledge of what words can go where and what form these words should take" (Harmer, 2007, p.32). This knowledge cannot be gained through memorization of rules because, "se a aprendizagem está só relacionada ao uso de regras gramaticais, então, o que [...] fez em sala de aula não está relacionado com aprendizagem" (Abreu-e-Lima, 2007, p. 17).

Grammar can be introduced in a number of ways, or we can show students grammar evidence and ask them to work out for themselves how the language is constructed [...]. We will also want to provide opportunities for students to practise different grammar points, and we may want to use games to make such practice more engaging (Harmer, 2007, p. 210).

Even though grammar might be seen as tedious, it is a crucial part of getting a foreign language, especially when acquired via the learning process, in

which students do not have the same time of exposure to the language as a native speaker has. Consequently, grammar is, usually, prioritized from the starting point in a foreign language course.

Ur (2006, p. 4) says that “There is no doubt that a 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”, therefore grammar is vital for meaning and understanding English and any other languages. To achieve the ability to communicate effectively, grammar is also needed, however, it is important not to let it fall into a grammatical cycle of endlessly form: “The learning of grammar should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole, not as an end in itself” (Ur, 2006, p. 5).

Teaching grammar can be done separately or, as it is present in all skills, it can be presented through them. Besides, it can be introduced with games and other engaging activities. By doing so, learners do not only memorize isolated rules and structures, but they also understand it in a meaningful context.

When English is taught, there are two ways to present the language, and surely, grammar: it can be taught deductively or inductively, they both have different approaches showing their advantages and disadvantages. However, is one better than the other?

The deductive approach is constructed by explaining grammar and then there is some practice through the elaboration of sentences on the topic, in use, by students. A presentation of content in the classroom could be done through a lead-in, by the teacher, using the grammar topic and promoting interest in students. As the teacher encourages the students to produce sentences, they will be capable of doing this action. If this does not happen properly, the role of the teacher will be to explain the new language topic “The teacher will then have students make sentences about the other activities, sometimes explaining again and correcting where necessary.” (Harmer, 2007, p. 203).

In the end, the learners use the new grammar topic learned, with the correct forms and uses. In case of not-so-good performance, the teacher returns to the explanations and reconnects with the previous topics.

In an inductive approach, the teaching does not follow the traditional model of presentation and practice as in the deductive one, grammar is not presented at first. The teacher can give students an activity, such as a reading exercise, in which the past tense, for instance, to talk about last vacation is introduced. Through the reading passage, learners get in touch with the language to be studied and only then they will figure out the past tense structure by themselves, for example, by underlining the past tense sentences from the text and discussing why they were used. Harmer (2007, p. 208) reinforces it by saying that:

Many people think that the language they understand in this way is more powerfully learnt (because they had to make some cognitive effort as they uncovered its patterns) than it would have been if they were told the grammar rules first and didn't have to make such an effort.

Still, even being a good approach to follow, students' level should be taken into consideration, beginners might not feel as comfortable doing this kind of

TEACHING GRAMMAR: going beyond the traditional approach activity as a more advanced student may feel. Hence, teachers should have a good understanding and perception of their class, to decide which approach is better according to each class they are teaching and the student's previous knowledge.

Besides the approaches that have been mentioned before, to include different types of students and requirements, we can deal with the structural grammar, which analyzes the language in specific aspects and organizes it in various structures, presenting the easy topics first and the complex topics after. It is the most common grammar example, which produces a sense in the learning order and its progress is made by introducing new terms and establishing linguistic sentences, organizing it.

Por exemplo, o verbo "to be" normalmente é ensinado bem no início do curso de inglês. O presente desse verbo pode levar então ao "Present Progressive", que também usa o verbo "to be". [...] Esse método de organizar a gramática por sua estrutura provavelmente é o mesmo utilizado quando você aprendeu inglês (Holden, 2009, p. 113).

This way of organization: "não os ajudará a usar o idioma correta ou efetivamente, porque usar o idioma é diferente de reconhecer sua forma." (Holden, 2009, p.113), as the student needs to understand the topic and its use needs to be meaningful.

The *functional grammar* can be used to teach structures. It analyzes the language in use and not necessarily its form or structure. The focus is language communication, used in everyday life situations, in practical actions, usually applied for the teachers:

Por exemplo, descrever um item linguístico como "falar sobre rotinas diárias" em vez de "Simple Present tense" atrai a atenção dos alunos para esse propósito. Da mesma forma, [...] enquanto "falar sobre o passado recente" irá utilizar o "Present Perfect tense" (Holden, 2009, p. 113).

To find out which way to teach grammar is more effective it is needed to put in the test and compare between an everyday class and after applying a different strategy and check what works and what does not.

The main focus of the teaching-learning process may and will differ in some stages, mainly because of the students' level and needs. Whatever the circumstance is, the teaching of grammar must be part of it, therefore, it is essential to make this journey enjoyable to the students and make them appreciate grammar by not only using a board and a marker or chalk.

4.1 An inductive approach sample: Classroom Olympics

As it was discussed throughout this paper, English influence and dissemination can be seen all over the world, therefore, it is a non-stop growing language, which provides learners with ample opportunities. One of its teaching aspects that needs improvement is grammar, as it cannot be connected only with the teaching of grammatical structures. Harmer (2007) corroborates this idea by saying that grammar is more than the syntax and can be introduced in a number of motivating ways.

To implement this idea, we created a grammar activity, through the inductive approach, which gives the students the opportunity to uncover the grammar

structure. According to Harmer (2007) this strategy guides learners to make cognitive efforts that will be more powerful to acquire the language.

The activity (see Appendix A) was developed for teenagers at elementary level, who are around 12 to 15 years old, that have been studying English for two years. The structure taught was comparative and superlative.

As it was stated by Ur (2009), it is clear the importance of grammar knowledge for the mastery of a language, as grammar is responsible for putting words together, therefore, the game-like activity was used to explain the structures in a more meaningful way.

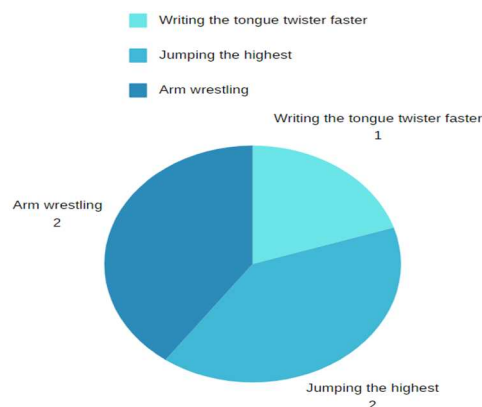
While learners were competing against each other to fulfill the task, in other words, to see who was faster, stronger, the fastest, the strongest, etc. they were not memorizing rules. That is the means that learning takes place. If we, teachers, guide the teaching the other way around, based only on memorization, what is happening in the classroom is not real learning, as it was claimed by Abreu-e-Lima (2007)

During the activity, we could realize that students were really involved. According to Harmer (1994) if students, especially teenagers are stimulated, they can be dedicated. Thus, the basis of our lesson planning must be supported by this idea.

Based on the good response to the activity, we decided to know the student's feedback on the activity. Consequently, we prepared a questionnaire (see Appendix B) to receive anonymous feedback from the students on how they perceived the lesson. We wanted to check if the teaching of grammar, through an inductive way, was more appealing than the traditional approach. Even though six students participated in the activity, only five answered the questionnaire (see Appendix C) as one of them was absent. To better analyze the questionnaire we will, also, show the answers on a chart.

The first question addressed which part of the activity engaged the students more. The answers were *jumping the highest* and *arm wrestling*, which shows that they like moving around the classroom. This is a characteristic of kinesthetic learners, who will feel more stimulated in learning as Harmer (1994) says.

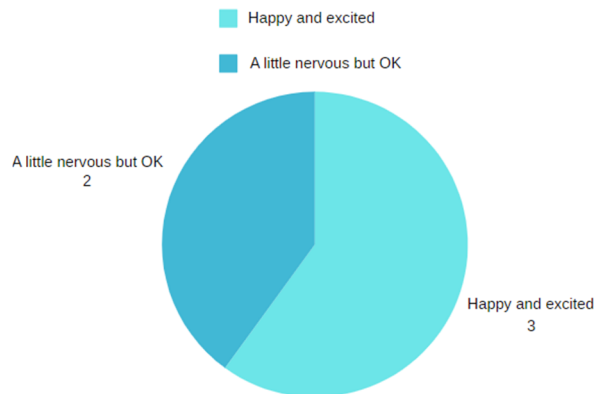
Chart 1 - Question number 1



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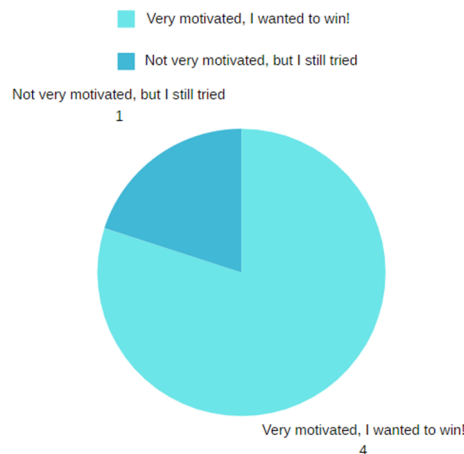
We asked about how the students felt during the game-like and most students were happy and excited and the others felt a little nervous but ok. They felt excited because they were engaged in the activity, trying to undertake each task as Harmer (1998) advises.

Chart 2 - Question number 2



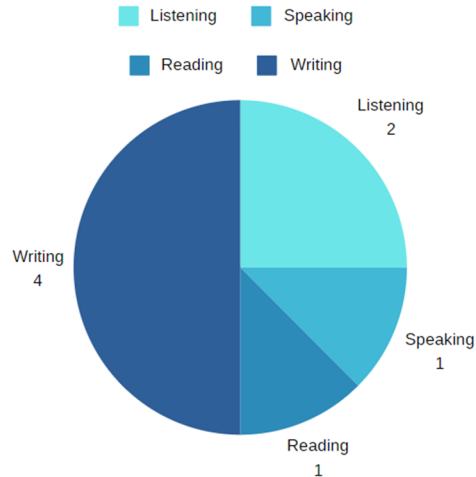
When asked how motivated learners were while taking part in the activity, most of them said they were very motivated, which increased their knowledge of the content. As we know what happens inside our classrooms is learning, which according to Gattollin (2007) is a conscious process, therefore, in the opinion of Hamer (1998) students should be motivated while learning a language.

Chart 3 - Question number 3



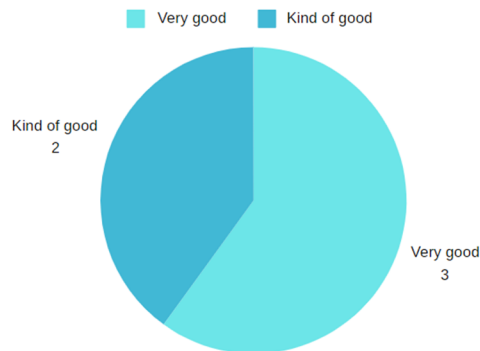
The next question approached the skills used during the activity. Although all the four skills were used, but each student made use of a specific one during their participation, they might have misunderstood the question. The attempt was to use grammar through all the skills to help learners to communicate effectively

Chart 4 - Question number 4



One of the key questions is the one that addressed how good the activities were in helping students understand comparatives and superlatives. We had a positive result as most of them chose *very good* followed by a *kind of good* option, which shows that inductive teaching is worthwhile and that it is meaningful for students, as is mentioned by Harmer (2007).

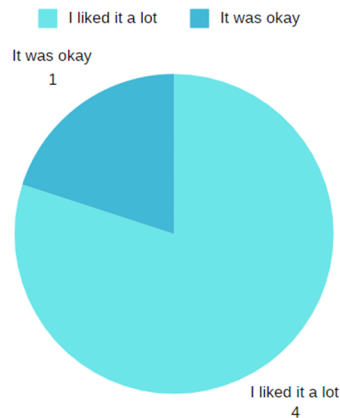
Chart 5 - Question number 5



Still on the subject of being engaged, the next question arises the importance of learning grammar through game-like activities. Four students answered they *liked it a lot* and one student said *it was ok*. It was a game-like activity and according to Harmer (1998), games, role-plays and discussion engage students into the activities

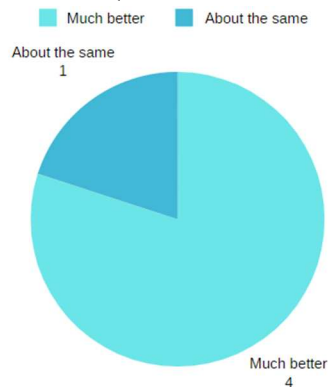
Chart 6 - Question number 6

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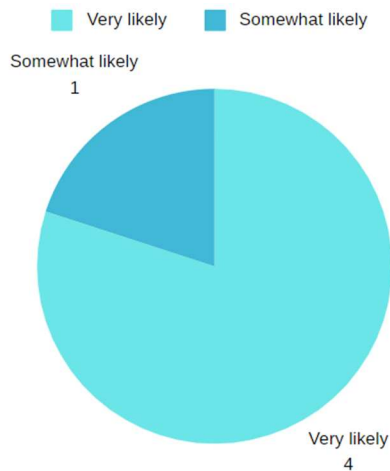
Then we tried to measure the learners' focus during the grammar activity. Four students answered it was much better, and one student said it was about the same. It might have happened because students were discovering the language, therefore, the grammatical structure. As Holden (2009) mentioned they were not given a title but a linguistic item to talk about: the teacher did not mention, at first, that they were learning comparative and superlative, she said they would compare activities.

Chart 7 - Question number 7



When asked how likely the students would remember the structures taught, four of them mentioned *very likely* and one *somewhat likely*. Since learners were not memorizing grammar rules, there is a high probability that they learn it in a meaningful way and acquire the knowledge shared by the teacher.

Chart 8 - Question number 8



The last question, which was an open-ended question, approached the students' opinion about the activity in a general way. All the answers were positive: funny, good, exciting and cool. It showed that this teaching approach makes grammar more appealing to students.

5 Conclusion

As it was mentioned throughout this paper, the English language is of particular relevance all over the world. Due to globalization, it became the world's language of communication, consequently, our lingua franca. This is also the reason why there is a growing number of people who want to speak it.

While learning a language, students deal with the four language skills and also grammar, which is responsible for forming an understandable utterance. Hence, the objective of this paper was to analyze the effectiveness of the teaching of grammar through the inductive approach.

The inductive approach, which is responsible for helping students to uncover grammar, came as an effective tool to help us elaborate the activity. It was possible to see that students were involved in uncovering the structure taught and in making some cognitive effort to understand it. We realized that the lesson focus was of higher quality than it had been if the grammar structure had been presented through a deductive approach, which is usually the traditional way.

The questionnaire came as another instrument that reinforced the effectiveness of the activity. Most of the students were engaged and motivated in doing the task and as it was not based on explicit teaching of grammar, which most of the times requires memorization, the chance of acquiring meaningful knowledge is higher.

The activity and the questionnaire revealed that the inductive approach makes a grammar lesson more meaningful and enjoyable, besides lowering the learner's affective filter, which is an effective characteristic for the learning process.

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Classroom Olympics - Lesson steps

Learning Comparative and Superlative

Goal: the students will undergo an activity in which they will compete against each other to see who is: faster, strongest, luckiest, who can jump the highest, and so on, aiming to learn the comparative and superlative forms.

Slides:

https://www.canva.com/design/DAGQUk_JLSg/KrCyxKm3VPmzA6TDUHgWFg/view?utm_content=DAGQUk_JLSg&utm_campaign=designshare&utm_medium=link&utm_source=editor

Steps:

Step 1 - After greeting the students, the teacher tells them that they will have a competition;

Step 2 - The teacher divides the class in two groups by asking for two team leaders, who will be the ones to choose their team members;

Step 3 - The team leaders will shoot “rock, paper, scissors” to decide who will start

choosing their team members;

Step 4 – Then, the student that wins the “rock, paper, scissors” chooses one classmate to be part of their team and the other student (who is also a team leader) chooses another classmate after him. The leaders continue selecting their group members, one by one, until all the other students are chosen;

P.S. The teacher must not give any spoilers about the kinds of activities students will undertake to keep some mystery.

Step 5 - After both teams are formed the teacher asks them to choose a name for their team and the teacher should write both team names on the board to score the points – here they will be called **Team A** and **Team B**. Now the teacher can show the first slide with the title “Classroom Olympics”, so that learners know the topic of the activity;



Step 6 – The teacher shows the above slide and explains that the teams will compete against each other in a series of activities and that the team leader will choose which teammate will do the round based only on the topic of the category;

1ST CATEGORY



WHO IS:
FASTER/FASTEST

Step 7 - When both competitors for this round are chosen the teacher says “So, now let’s see who is faster and who will be the fastest player”, always emphasizing both uses of the adjective ‘fast’ (faster, comparative; fastest, superlative). The teacher says “3, 2, 1 go!” and students do it.

Step 8 – Then, the teacher shows the next slide, reads the task, gives students a marker to write the sentence on the board and counts “3, 2, 1 go!”, so that the students write the phrase on board, as fast as they can.

- Who can write this phrase faster: "Betty bought butter but the butter was bitter, so Betty bought better butter to make the bitter butter better"?

...FASTER THAN.../...THE FASTEST



Who can write the phrase faster:
"Betty bought butter but the butter
was bitter, so Betty bought better
butter to make the bitter butter
better"

Step 9 - When one student finishes writing, the teacher checks it to see if there are not any mistakes by asking the student to read it. The other player should not stop writing his/her sentence, because they still have a chance to win in case the other student answer is wrong;


Step 10 - If there are no mistakes, the teacher should mark Team A’s first point on the board;

Step 11 – The teacher scores the point under the correct team’s name and asks: “Who is faster: A or B?”. If students only answer “A”, the teacher says it again emphasizing the comparative structure: “That’s it, A is faster than B”.


Step 12 – Now, the team leaders choose two other members to do the same task by repeating steps 8, 9 and 10. After that, the winners of these two rounds compete between themselves. As soon as there is a winner, the teacher says according to the score: *Who is the fastest: student A, B, C or D? So, Team A has the fastest players.*

Step 13 - Now for the next 15 slides, steps 7, 8, 10, 11 and 12 should be followed according to the adjective category.



- **Higher/Highest;**

2ND CATEGORY	...HIGHER THAN.../ ...THE HIGHEST
 <p>WHO CAN: ---- HIGHER/ THE HIGHEST</p>	 <p>Who can jump the highest</p>

- **Stronger/Strongest;**

3RD CATEGORY	...STRONGER THAN.../ ...THE STRONGEST
 <p>WHO IS: STRONGER/ THE STRONGEST</p>	<p>Arm wrestle</p> 

- **Lucky/Luckiest;**


4TH CATEGORY	...LUCKIER THAN.../ ...THE LUCKIEST
 <p>WHO IS: LUCKIER/ THE LUCKIEST</p>	<p>Roll the dice!</p> 

5TH CATEGORY



WHO IS:
QUICKER/
THE QUICKEST

...QUICKER THAN.../...THE QUICKEST ?




Who can do the calculation the quickest:

$$\begin{array}{r} 1396 \\ \times 8 \\ \hline \end{array}$$

- **Quicker/Quickest;**
- **More flexible/Most flexible;**


...QUICKER THAN.../...THE QUICKEST ?



Who can do the calculation the quickest:

$$\begin{array}{r} 1396 \\ \times 8 \\ \hline 11,168 \end{array}$$


6TH CATEGORY








WHO IS:
MORE FLEXIBLE/
THE MOST FLEXIBLE

...MORE FLEXIBLE THAN.../...THE MOST FLEXIBLE

Who can reach their toes/ground



- **Longer/Longest;**

<p style="text-align: center;">7TH CATEGORY</p> <div style="text-align: center;">  <p>WHO CAN: -----: LONGER/ THE LONGEST</p> </div>	<p style="text-align: center;">...LONGER THAN.../...THE LONGEST</p> <div style="text-align: center;">  <p>Who can hold their breath the longest</p> </div>
<ul style="list-style-type: none"> ● Better/Best; <ul style="list-style-type: none"> ○ Tissue, Phlegm and Paleontologists. 	
<p style="text-align: center;">8TH CATEGORY</p> <div style="text-align: center;">  <p>WHO CAN ____: BETTER/ THE BEST</p> </div>	<p style="text-align: center;">...BETTER THAN.../... THE BEST</p> <div style="text-align: center;">  </div>
<p>Step 14 - After all the rounds are done the teacher should say who won and congratulate them, giving some sort of reward to both teams if your school has a reward system or give 2 sweets for each member of the winning team and 1 sweet for the other.</p>	
	
<p>Step 15 – Now, the teacher writes one example of each use in the comparative and superlative forms, emphasizing the use of short and long adjectives: <i>“Team A is more flexible than Team B”</i> and <i>“Team B is quicker than Team A”</i>; <i>“Student C is the best speller of the classroom”</i> and <i>“Student D is the strongest of the classroom”</i>.</p>	
<p>Step 16 - The teacher elicits the comparative and superlative structures: the</p>	

difference in structure concerning short and long adjectives; the use of “*than*” in comparative forms and “*the*” in superlative forms; comparative is used to talk about two people, objects, etc., and superlative is used to talk about three or more people, objects, etc.



Step 17– The teacher names the structures and it is time for them to practice it through the other skills, writing, speaking, listening and also grammar exercises.

Appendix B – Questionnaire

Classroom Olympics Questionnaire

- 1) Which exercise/part engaged you more?
 - a) Writing the tongue twister faster.
 - b) Jumping the highest.
 - c) Arm wrestling.
 - d) Rolling the dice to see who is luckiest.
 - e) Other: _____

- 2) How did you feel during the games?
 - a) Happy and excited.
 - b) A little nervous but OK.
 - c) Bored, I didn't like it.
 - d) Confused about the games.

- 3) How motivated were you to participate in each competition?
 - a) Very motivated, I wanted to win!
 - b) Somewhat motivated, but I was just having fun.
 - c) Not very motivated, but I still tried.
 - d) I didn't feel motivated to participate.

- 4) During the activity, which skill did you use?
 - a) Listening.
 - b) Speaking.
 - c) Reading.
 - d) Writing.

5) How good were the activities in helping you understand comparatives and superlatives?

Very good. Kind of good. Not good.

6) How much did you like learning grammar through these kinds of games and challenges?

I liked it a lot. It was okay. I didn't like it much.

7) How was your focus during this activity compared to regular grammar lessons?

Much better. About the same. Worse.

8) How likely are you to remember comparatives and superlatives after these activities?

Very likely. Somewhat likely. Not likely.

9) In one word, describe the activity:

Appendix C – Questionnaire answers

Student 1 -

Classroom Olympics Questionnaire

- 1) Which exercise/part engaged you more?
- a) Writing the tongue twister faster.
 - b) Jumping the highest.
 - c) Arm wrestling.
 - d) Rolling the dice to see who is luckiest.
 - e) Other: _____
- 2) How did you feel during the games?
- a) Happy and excited.
 - b) A little nervous but OK.
 - c) Bored, I didn't like it.
 - d) Confused about the games.
- 3) How motivated were you to participate in each competition?
- a) Very motivated, I wanted to win!
 - b) Somewhat motivated, but I was just having fun.
 - c) Not very motivated, but I still tried.
 - d) I didn't feel motivated to participate.
- 4) During the activity, which skill did you use?
- a) Listening.
 - b) Speaking.
 - c) Reading.
 - d) Writing.
- 5) How good were the activities in helping you understand comparatives and superlatives?
- Very good. Kind of good. Not good.
- 6) How much did you like learning grammar through these kinds of games and challenges?
- I liked it a lot. It was okay. I didn't like it much.
- 7) How was your focus during this activity compared to regular grammar lessons?

Much better. About the same. Worse.

8) How likely are you to remember comparatives and superlatives after these activities?

Very likely. Somewhat likely. Not likely.

9) In one word, describe the activity:

funny _____

Student 2 -

Classroom Olympics Questionnaire

- 1) Which exercise/part engaged you more?
 - a) Writing the tongue twister faster.
 - b) Jumping the highest.
 - c) Arm wrestling.
 - d) Rolling the dice to see who is luckiest.
 - e) Other: _____
- 2) How did you feel during the games?
 - a) Happy and excited.
 - b) A little nervous but OK.
 - c) Bored, I didn't like it.
 - d) Confused about the games.
- 3) How motivated were you to participate in each competition?
 - a) Very motivated, I wanted to win!
 - b) Somewhat motivated, but I was just having fun.
 - c) Not very motivated, but I still tried.
 - d) I didn't feel motivated to participate.
- 4) During the activity, which skill did you use?
 - a) Listening.
 - b) Speaking.
 - c) Reading.
 - d) Writing.
- 5) How good were the activities in helping you understand comparatives and superlatives?
 Very good. () Kind of good. () Not good.
- 6) How much did you like learning grammar through these kinds of games and challenges?
 I liked it a lot. () It was okay. () I didn't like it much.
- 7) How was your focus during this activity compared to regular grammar lessons?

Much better. About the same. Worse.

8) How likely are you to remember comparatives and superlatives after these activities?

Very likely. Somewhat likely. Not likely.

9) In one word, describe the activity:

GOOD

Classroom Olympics Questionnaire

- 1) Which exercise/part engaged you more?
- a) Writing the tongue twister faster.
 - b) Jumping the highest.
 - c) Arm wrestling.
 - d) Rolling the dice to see who is luckiest.
 - e) Other: Jumping the highest
- 2) How did you feel during the games?
- a) Happy and excited.
 - b) A little nervous but OK.
 - c) Bored, I didn't like it.
 - d) Confused about the games.
- 3) How motivated were you to participate in each competition?
- a) Very motivated, I wanted to win!
 - b) Somewhat motivated, but I was just having fun.
 - c) Not very motivated, but I still tried.
 - d) I didn't feel motivated to participate.
- 4) During the activity, which skill did you use?
- a) Listening.
 - b) Speaking.
 - c) Reading.
 - d) Writing.
- 5) How good were the activities in helping you understand comparatives and superlatives?
- Very good. Kind of good. Not good.
- 6) How much did you like learning grammar through these kinds of games and challenges?
- I liked it a lot. It was okay. I didn't like it much.
- 7) How was your focus during this activity compared to regular grammar lessons?

Much better. About the same. Worse.

8) How likely are you to remember comparatives and superlatives after these activities?

Very likely. Somewhat likely. Not likely.

9) In one word, describe the activity:

Good

Classroom Olympics Questionnaire

- 1) Which exercise/part engaged you more?
 - a) Writing the tongue twister faster.
 - b) Jumping the highest.
 - c) Arm wrestling.
 - d) Rolling the dice to see who is luckiest.
 - e) Other: _____
- 2) How did you feel during the games?
 - a) Happy and excited.
 - b) A little nervous but OK.
 - c) Bored, I didn't like it.
 - d) Confused about the games.
- 3) How motivated were you to participate in each competition?
 - a) Very motivated, I wanted to win!
 - b) Somewhat motivated, but I was just having fun.
 - c) Not very motivated, but I still tried.
 - d) I didn't feel motivated to participate.
- 4) During the activity, which skill did you use?
 - a) Listening.
 - b) Speaking.
 - c) Reading.
 - d) Writing.
- 5) How good were the activities in helping you understand comparatives and superlatives?
 Very good. () Kind of good. () Not good.
- 6) How much did you like learning grammar through these kinds of games and challenges?
 I liked it a lot. () It was okay. () I didn't like it much.
- 7) How was your focus during this activity compared to regular grammar lessons?

Much better. About the same. Worse.

8) How likely are you to remember comparatives and superlatives after these activities?

Very likely. Somewhat likely. Not likely.

9) In one word, describe the activity:

Exciting

Student 5 -

Classroom Olympics Questionnaire

- 1) Which exercise/part engaged you more?
 - a) Writing the tongue twister faster.
 - b) Jumping the highest.
 - c) Arm wrestling.
 - d) Rolling the dice to see who is luckiest.
 - e) Other: _____
- 2) How did you feel during the games?
 - a) Happy and excited.
 - b) A little nervous but OK.
 - c) Bored, I didn't like it.
 - d) Confused about the games.
- 3) How motivated were you to participate in each competition?
 - a) Very motivated, I wanted to win!
 - b) Somewhat motivated, but I was just having fun.
 - c) Not very motivated, but I still tried.
 - d) I didn't feel motivated to participate.
- 4) During the activity, which skill did you use?
 - a) Listening.
 - b) Speaking.
 - c) Reading.
 - d) Writing.
- 5) How good were the activities in helping you understand comparatives and superlatives?
() Very good. Kind of good. () Not good.
- 6) How much did you like learning grammar through these kinds of games and challenges?
 I liked it a lot. () It was okay. () I didn't like it much.
- 7) How was your focus during this activity compared to regular grammar lessons?