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Impact Assessment of Different Teaching Grammar Strategies for Primary School EFL Learners: grammar acquisition through focus on meaning or focus on form

Procjena uticaja različitih strategija u podučavanju gramatike engleskog jezika učenika osnovne škole kojima je engleski strani jezik: usvajanje gramatike putem smislene komunikcije ili fokusiranja na jezičku formu

Master's Thesis

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Contents

Abstract

The aim of this paper is to compare two approaches in teaching grammar to young learners, i.e. *focus on meaning* and *focus on form* in order to examine their respective effects and determine which approach appears to be more suitable in teaching grammar to young learners. The study findings have revealed that instead of using an individual approach (*focus on meaning* or *focus on form*); a much better effect can be achieved by combining these two approaches together. The analysis findings have revealed that *focus on meaning* provides communicative competence, while *focus on form* improves the learning process and brings it to the more accurate speaking proficiency. The purpose of this study is to make a set of conclusions and recommendations which are expected to improve teaching English to EFL young learners (Elementary school EFL learners whose mother tongue is Bosnian/Croatian/Serbian, age nine).

Keywords: focus on form, focus on meaning, combined approach, communicative competence.

Sažetak

Cilj ovog rada jeste uporediti dva pristupa u podučavanju gramatike mlađim uzrastima, odnosno; f*okus na jezičku formu* i *fokus na značenje* kako bi ispitali njihove efekte te odredili koji od pristupa je više pogodan u podučavanju mlađeg uzrasta. Zaključci studija su otkrili da umjesto korištenja individualnog pristupa (*fokus na jezičku formu* ili *fokus na značenje*), mnogo bolji efekat se može postići ukoliko se ova dva pristupa kombiniraju. Zaključci analize studija su ukazali na to da podučavanje putem fokusiranja na značenje značajno doprinosi unaprijeđenju jezičke kompetencije, dok podučavanje putem fokusa na jezičku formu pospješuje proces učenja i utiče na unapređenje vještine usmenog izražavanja. Na kraju ovog rada dat je pregled svih zaključaka i preporuka koje bi mogle doprinijeti u smislu unaprijeđenja nastavni praksi i podučavanja učenika mlađeg uzrasta (uzrast 9 godina).

Ključne riječi: fokus na jezičku formu, fokus na značenje, kombinovani pristup, jezička kompetencija.

1. Introduction

As well-known, teaching English to young learners nowadays is a specialized teaching field characterized with a set of widely acknowledged teaching practice standards. The attention has shifted to teaching English to young learners, because of „the earlier the better" assumption (Nuan, 2002). Another important reason for the widespread practice of teaching English from the early age is because English is the means for international communication (Rich, 2014). Parents worldwide have become aware of the importance of learning English for better job prospects in a global marketplace (Rich, 2014). According to Garton et al. (2011, p.4) parental pressure led governments around the globe to lower the age at which English is introduced in primary schools. Nevertheless, starting age, along with the practice for language teaching to young learners in many countries around Europe vary. In countries such as Luxembourg, Malta, Norway, Belgium, Germany, Italy, Austria, foreign language is obligatory from the first year of primary school, whereas in Spain, the Netherlands, Finland and Sweden schools can choose the starting age. In Sweden, for example, it is limited between the age of seven and ten (Edelenbos, Johnstone & Kubanek, 2006). On the other hand, in Romania in the first and second grade a foreign language is an elective subject, whereas it becomes obligatory from the third grade (Bucur and Popa, 2013; Nikolov and Curtain, 2000). Thus, many countries in Europe (Finland, France, Norway, Italy, etc.) including Asia (Turkey, China, India, etc.) made changes in their educational policies where English has become a compulsory subject of primary school curricula (Gursoy, Karkmaz and Damar, 2017). In our country teaching foreign language policy differs from canton to canton. For example, in the Tuzla Canton English has been taught from the first grade since 2000, but only as an elective course, up until 2003 when it became obligatory (Kešetović, 2017). In the academic 2016/17 year, the Ministry of Education of the Canton Sarajevo adopted a set of decisions that are expected to help students meet requirements for the European marketplace. The decisions are aimed at the modernization of education following European Union standards. One of them is the Decision on Teaching English from the First Grade of Elementary School which has been a great shift in BiH education (Ministarstvo za obrazovanje, nauku i mlade Kantona Sarajevo, 2018). Apart from the state schools, in BiH there is also a range of private schools that hold classes for young learners. This represents a very important step since in the pre-war period children had very few opportunities to learn English

before the enrollment into a primary school where they got English relatively late, in the fourth or fifth grade (Jurman, 2017). These private schools trigger more and more parents to have their children start learning English even before primary school. Among them, it is worth mentioning that the Helen Doron School is increasing its popularity. The Helen Doron School provides language programs to babies, children from the age of three, and teens using a combination of different methods, such as Total Physical Response, CLT, Humanistic approach, Suzuki method-children listen to music and try to imitate it (Jurman, 2017, p.20). Although English has been introduced in schools from the very early age around the globe, the practice of teaching it is emerging in an ad hoc way because of inappropriate policy decisions (Garton, Copland and Burns, 2011). According to Garton, Copland and Burns (2011) there are no studies that examine teachers' practices and challenges in teaching young learners around the world nor there are any detailed case studies of how teachers „do" language teaching. The good practice of early language learning is discussed by policy makers, curriculum writers, teachers, textbook authors, parents, empirical researchers, etc., and as a result of this, today there exist different theories of how to teach young learners, and they are especially centered on teaching grammar (Edelenbos, et al., 2006). It appears that different opinions about grammar teaching are what put scholars in opposition. For example, Ellis (1984) states that learning grammar in early age is important because adults, even if given the opportunity to learn language naturally, fail to achieve a high level of grammatical competence. „Learners must be taught correct habits from the start to avoid the unnecessary labor of having to unlearn wrong habits in order to learn the correct ones later"(as cited in Hinkel and Fotos, 2008, p.22). There exists an acknowledgment that teachers should not teach grammar to young learners which many take for granted precisely because many authors nowadays suggest that teaching grammar to young learners is unnecessary. According to Sekelj and Rigo (2011) children are able to communicate without conscious knowledge of grammar. Huges (1979) argues that young learners are able to use the rules of ordering elements in English noun phrase even though they are never given instruction for that (as cited in Hinkel and Fotos, 2008, p.22). Lowering the age of starting second language learning, new principles have been set which in the first place are aimed at distinguishing the primary classroom from what existed before. However, these principles created discrepancies in interpreting some terms and in giving weight to different methods and approaches (2006, p.15). Nowadays, attention is turned to the communicative approach for teaching young learners which

is easily feasible with very young learners if we leave out grammar. Nevertheless, the question is how to incorporate grammar into communicative teaching with somewhat older learners who also belong to the group of young learners. It is still unclear how different ages, which fall under the name young learners are supposed to be taught language. When the teacher assesses the need for incorporating grammar structures into the teaching program, which is also prescribed by the curriculum, it opens another issue of how to present it to young learners, but as Cameron (2001) asserts the most important is to adjust lessons and activities to learners' needs rather than to teacher's interest or demand of student's book. Today, as Puskas (2016) points out, the issue is related to the emphasis on accuracy or fluency and it implies the issue of teaching grammar focusing on form or meaning. Although we know what opinion scholars share on this controversial topic, little do we know what actually happens in the classroom and what teachers rely on when deciding how to teach. In particular, whichever approach teachers decide to use with young learners, it should be based on principles of new methodology which promotes using games in teaching. As Puskas (2016) points out „playfulness should be the key word when describing the teacher's approach. In all cases, the key to successful second language learning in school is age-appropriate input, interaction, and *focus on form,* not simply starting early (DeKeyser, 2018, p.4).

1.1 Statement of the problem

Having reconsidered the aforementioned and author's cognition that teaching English to young learners has not much been the matter of discussion in Bosnia and Herzegovina, where at the same time there is a wide spectrum of institutions which offer different programs for teaching English, this paper will be based on examining two approaches in teaching grammar to young learners *focus on meaning* and *focus on form* in order to determine whether these two approaches are more efficient if used separately or as a combination of both.

1.2 Purpose of the study

The purpose of this study is to identify differences and similarities in teaching young learners using either *focus on meaning* or *focus on form* approach and to determine which of the aforementioned approaches has better effects in teaching young learners age nine. Furthermore,

this paper aims to prove reliable conclusions in the form of clear recommendations that can be useful to everyone engaged in teaching EFL young learners.

1.3 Research questions and hypotheses

The study was guided by the following research questions:

a) Should third grade (elementary school) EFL learners be taught grammar using any kind of explicit instructions?

b) Should third grade EFL learners be taught grammar using *focus on form* or *focus on meaning approach*?

c) Does *focus on form* cause confusion in the process of foreign language learning?

d) Does *focus on form* contribute to a better understanding of certain grammar constructions?

e) Does *focus on meaning* approach provide enough opportunities for learners to use language accurately?

f) Is it possible to correct the existing grammar errors by providing comprehensible input alone?

g) Do provided instructions in the mother tongue make the process of language learning easier or more difficult?

h) How should instructions on form be adjusted to third-grade learners?

Hypotheses

Taking into account the abovementioned research questions, the following hypotheses have been defined:

H1: Teaching grammar using focus on meaning approach gives better results in English-speaking activities, but worse results on the test.

H2: Teaching grammar using focus on form approach gives better results on the test than in oral production.

H3: Instructions in mother tongue make the process of acquisition and English learning difficult.

H4: A combined approach gives the best results in terms of effective grammar teaching and learning.

1.4 Significance of the study

The findings of the study are expected to contribute in defining recommendations for teaching grammar to elementary school learners which are expected to be useful to other teachers and language instructors. In addition, this paper also seeks to raise awareness regarding the importance of carefully selected teaching methods which should be adjusted to elementary school learners. Furthermore, this paper also aims at demonstrating to what extent the use of mother tongue in teaching grammar can be a successful or completely redundant method of teaching.

1.5 Study overview

This research paper is structured as follows. After Introduction, the following section gives an overview of literature relevant to the topic of this paper. The third section gives a detailed description of research methodology (instruments and analysis procedure). The next section deals with findings and results of the research analysis. The final section summarizes the most important conclusion and recommendations for future researches.

1.6 Definition of key terms

Approach: theories about the nature of language and language learning which the source of the way things are done in the classroom and which provide the reason for doing them. (Harmer, 2007, p.62).

Comprehensible input: part of the total input that learner understands and which is hypothesized to be necessary for acquisition to take place (Ellis, 1997, p.138).

Focus on form: often consists of an occasional shift of attention to linguistic code features—by the teacher and/or one or more students—triggered by perceived problems with comprehension or production (Long and Robinson, 1998, p. 23).

Focus on meaning: exposure to rich input a meaningful use of the L2 in context which leads to the incidental acquisition of the L2 (Norris and Ortega, 2001, p.160).

Overgeneralization: the oversuppliance of an internal feature in contexts in which it does not occur in target-language use. Overgeneralization results in errors (Ellis, 1997, p.142).

Sequence of acquisition: the stages of development through which learners pass when acquiring grammatical structures such as past tense or learning how to perform language functions such as requests (Ellis, 1997, p.143).

Communicative competence: Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed context in the real world (Brown, H. Douglas, 2000, p.69).

2. Literature review

This chapter provides an overview of literature relevant to the topic which deals with teaching grammar to young learners. After explaining the characteristics of young learners, the chapter proceeds to explain the two most common approaches for teaching grammar in recent history; *focus on meaning* and *focus on form*. This literature review presents various studies and authors who have written in favor of either of the two approaches in grammar teaching and some further implications that these two approaches bear.

2.1 Teaching young learners

Teaching language to young learners, especially grammar is a delicate issue that covers a range of other implications that need to be examined. Previously teaching a language was about teaching grammar and its structures, no matter of age taught. Since psychology has its roots in teaching and learning, new methods of teaching are now centered on the students' needs, age, and characteristics and they are no longer dependent on linguistics only. So, when discussing the ways of teaching a second language to young learners it is essential to take one important factor into account and that is the age of the learners. As Harmer states „the age of students is a major factor in our decision how and what to teach"(Harmer, 2007, p.81). To understand the choice of approaches in language teaching first we need to take into account the age of learners and their characteristics. According to Harmer (2007), people of different ages require different needs and possess different cognitive skills and competencies. In regard to this, young learners are special age group whose needs differ greatly from the needs of any other age group. Young learners have their own characteristics such as: they learn indirectly rather than directly, they understand things they see or hear more than things being explained to them, they have limited attention span and get easily bored, especially if the activities are not engaging, and they have difficulties understanding abstract concepts such as grammar (Harmer, 2007). Cameron (2001) says that these characteristics are only generalizations and that we need to go underneath where we will find differences related to linguistics, social and psychological development of learners which will lead us to adjust our teaching and activities. One thing needs to be clarified since the term „young learners" is very broad and comprises children of different ages. According to Cameron (2001), young learners are learners aged five to twelve (as cited in Puskas, 2016, p.11). As

Puskas (2016) points out there is a big difference between a child who is five and a child who is twelve years old, thus teaching young learners differs not only from teaching adults but also from teaching learners of different age, all of whom belong to the category of young learners. As Lightbown and Spada (2006) point out children have their own speed of learning, they change and develop new skills and abilities so quickly. Although it does not seem to be like that, but there exists a big gap and difference in teaching children who are in kindergarten and those somewhat older, second or third graders. This difference in teaching is mainly prescribed to differences in children's cognitive abilities. For example, children are not able to grasp abstract concepts because by the age of seven they still lack logical thinking which is by then only reliant on their perception (Lightbown and Spada, 2006). Therefore teaching English to children under the age of seven is usually based on vocabulary and chunks, so there is no point of teaching them grammar. As Prusas (2016) says that it is crucial to know that six or seven-year-old children have difficulties to understand grammar and have no interest in it. The age of seven is the turning point because from this age onwards their thinking begins resembling logical thinking which adults possess, but it is still restricted to the immediate context (Lightbown and Spada, 2006). As Puskas (2016) states child's metalinguistic and metacognitive awareness develop gradually in primary school as their cognitive abilities improve and at around the age of ten children become less spontaneous and more aware of language and theoretical assumptions. Although their cognitive abilities improve, and become more prominent after the age of seven young learners have to be treated in accordance with their characteristics, have to be taught in a peculiar way, unlike the other age groups, with some adaptation to their abilities. This means that teaching in the first place should be engaging and motivating, with a lot of games and brainstormed activities. Nevertheless, sometimes young learners require more than mere play as their needs become more engaging, thus the approaches of teaching them change. Therefore, it opens the question how to teach young learners, older than seven, who have developed some metalinguistic awareness and already possess some knowledge of vocabulary and certain structures, when the need for the correct use of the target structures appears. Not only do learners' abilities change, but also the student's books become more challenging with some grammar use. What captures the attention of teachers is how to present target grammar structures, only by focusing on meaning or some instructions on form should learners be provided with, just to make them aware of different grammar forms? This uncertainty bothers many teachers as to when to go beyond

vocabulary and focus on grammatical forms and in what way they should draw grammar forms into learners' attention. This issue opens plenty of researches. For the sake of this dilemma, the author enlists different linguists' opinion and researches on the two approaches in teaching grammar to young learners.

2.2 Focus on meaning approach

Focus on meaning approach is based on the idea that learners learn the second language following the principles of the first language learning (Long and Robinson, 1998). Discussion about grammar teaching can start with Krashen and his belief that children acquire the second language in a similar way they acquire their first language. Krashen (1981) in his book *Principles and Practice in Second Language Acquisition* asserts important distinction between two terms „language acquisition" and „language learning", and states that language acquisition requires meaningful interaction and natural communication where speakers are not preoccupied by the form of their utterances, but by the message they convey and understand. Such statement formed the basis for harsh criticism and gave rise to the linguists who believe that the process of learning the second language is not, in any case, similar to the process of acquisition of the first language because in the learning process there needs to be conscious attention to some forms. On the other side, it also gave the rise to linguists who share the same opinion with Krashen and this opens the never-ending discussion.

Terrell and Krashen (1983) claim that the most important element in language teaching is input because the main goal is language acquisition, not language learning and that language acquisition can only take place if the message is understood. By this, they state that the message conveyed is more important than the form of it and teachers should pay attention to whether the students understand the input or not. They call this Great Paradox of Language Teaching because „language is best taught when it is used to transmit a message, not when it is explicitly taught for conscious learning"(1983, p.55). In regard to this, and taking into account some basic characteristics of young learners, nowadays, it is widely accepted that teaching language to young learners should not, in any case, be explicit, but rather based on the exposure to the target language, chunks, vocabulary or so to say comprehensible input. According to Krashen (1981), comprehensible input and a low affective filter in learners are important for the second language acquisition, and only in meaning-focused instructions these conditions can be achieved.

Similarly, many other authors share the same views of language learning and teaching and bring it in a connection to young learners. Strakova (2015), states that input in the first place should be interesting for children and not necessarily grammatically sequenced. Strakova also points out that children should be immersed in the target language environment all the time, even when doing some other activities not related to language learning such as coloring (2015). Further, she states that messages children receive should be understandable, conveyed through stories, songs, repeated phrases and dialogues. Nunan (1998) discusses teaching grammar in a context and according to him, grammar should be presented to young learners through the context in which they can learn alternative forms to express different meanings because even though learners are taught forms, they are not taught how to use them in communication. Similarly, Littlejonh (n.d) argues that teachers need to support children's subconscious process of grammar construction by two main means: exposure and interaction. Exposure implies natural language use no matter of children's language abilities, whereas interaction implies the use of the language that a child is being exposed to. Cameron (2001) claims that young learners try to understand language through meaningful interaction and not as a set of rules and different forms. Furthermore, Fotos and Hinkel (2008) point out that there is no need to teach grammar to young learners because young learners are able to achieve grammatical competence without instructions and through interaction and exposure. Other scholars such as Larsen-Freeman (2001) suggest that grammar should be taught as a skill which learners will know how to use in the exact context and not as a set of rules which they would not be able to apply. Also, Van Patten (1996) thinks that exposure to meaningful input enables acquisition of far more grammar structures than exposure to rules. As Becker and Roos (2016) state the main goal in primary school is communicative competence, so children should be provided with a lot of fixed expressions, vocabulary and speaking which give learners opportunities to practice language patterns.

2.2.1 Comprehensible input issues

Although exposure to comprehensible input is what many authors and teachers would propose as the right option in teaching young learners primarily because there is no point of teaching them grammar explicitly, there are many controversies about it. These controversies are especially centered on the effectiveness of the comprehensible input alone and some authors can rather be controversial in their claims that comprehensible input is what is needed for language

acquisition. Speaking of the effectiveness of the input, Ellis (2003) argues that two main aspects of input are input frequency and comprehensible input (as cited in Maharsi, 2011). In regards to this Kersten and Rohde (2013) point out that meaningful input alone is not sufficient for learners' productive skills (as cited in Bland, 2015). What is more important is the quality and quantity of the input. Concerning the quality, Hatch (1978) in her studies tries to answer how children learn a language, stating that attention should be shifted to examining interaction to determine the frequency of forms in the input and language improvement (as cited in Browne, 1995). According to White (1987), Larsen-Freeman (2003) and Sheen (2003), some forms which are different from the first language if infrequent in the input cannot be acquired through comprehensible input alone (as cited in Uysal, 2010). Concerning the quantity, Littlejohn states that in primary school children lack two main means for language acquisition: rich exposure and rich interaction, simply because "two or three forty-minute classes a week are almost certainly not an efficient use of time" (n.d., p.31). Similarly, Cummis and Swain (1986) make an important point concerning the input provided in kindergartens as opposed to the input given in primary schools. They claim that children, who attend kindergartens where English is spoken as the second language, acquire far richer input because they spend half the day in the kindergarten, exposed to everyday language. On the other hand, children in primary school receive only content-based language and they are provided with cognitive language skills (as cited in Kersten and Rohde, 2013). So, in regards to the input we cannot talk about the same quality and richness of the input in primary schools compared to kindergartens or even some private schools, therefore how input alone is beneficial for young learners in primary state schools is questionable. "With language input restricted to limited topics and recurring activities, such as songs or games, children do generally not have access to the range of linguistic features which covers the whole linguistic. As a result, they have no chance to infer more complex linguistic structures and integrate them into their own interlanguage system" (Kersten and Rohde, 2013, p.113). Teachers in primary school are confined by curriculum and time, and according to Becker and Roos (2016) children's language production in primary schools is limited to the use of formulaic sequences (2016, p.10). Littlejohn (n.d) makes an important observation saying that the argument "younger is better" is only applicable if all elements to provide rich language input and opportunity to play with language are available, otherwise, it is better to save time and effort until learners are older and able to consciously use language. Another issue concerning the

comprehensible input is learners' errors that appear in the output. It is not disputable that young learners, after some time of being exposed to comprehensible input will produce output, but as with the input we need to call into question the quality of the output and to examine if the poor output needs further processing or correction, because input although necessary is not sufficient (Long, 2000, p.40). White (1987) claims that what learners need for learning the target language is incomprehensible rather than comprehensible input, which prompts learners to recognize the mistakes and modify the output (as cited in Zhao, 2009).

2.2.2   The role of corrective feedback

Children have no difficulties in understanding the language when it is presented in a meaningful context, nor they have difficulties to use it, but things are not as simple as they appear to be because language consists of different forms. Young learners, even adults are likely to overgeneralize certain forms because they are never given the explanation for them. This represents another issue that is the matter of study of linguistics. Linguistics as a study of language is rather concerned with how language and its constructions are learned and applied in a meaningful context. Therefore, linguistics' main concerns are rather the way of adopting, applying and using grammar structures in a correct way. Linguistics is also concerned with terms such as overgeneralization and fossilization, which are likely to appear if there is no corrective feedback or if instructions on some grammar forms are not given beforehand. This perplexes teachers making them unsure of what to do when errors appear in young learners' output. Simply getting across them is what some scholars would suggest, whereas others would definitely disagree. As with many other topics related to teaching young learners, here we also have the diversion of scholars 'opinions on the effectiveness of corrective feedback. Although Krashen and Terrell propose comprehensive input as the closest form for language acquisition, they do admit that without providing instructions on form errors occur frequently and that the teacher should not expect students to have correct utterances, but instead, teachers should „allow the natural order to take its course" (1983, p.59). Michael Long's *interaction hypothesis* emphasizes the importance of comprehensible input which is much more influential if it is modified through the negotiation of meaning (Ellis, 1997). Puskas (2016) argues that today's concern is „whether we should worry about grammatical accuracy when it does not interfere with effective communication or a message". On the other hand, Swain (1985) argues that if the teacher simply

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gets across students' message, it will lead to sociolinguistically inappropriate language with grammatically deviant forms (as cited in Browne, 1995). Donesch-Jezo (2011) emphasizes the importance of feedback by stating that it focuses on problematic aspects in language and helps learners notice gaps in their production, helping them concentrate on it. "When teachers respond to students' errors through the feedback they potentially create conditions for students to attempt to produce the correct forms themselves" (Ellis, 2015, p.5). In doing so, a teacher helps the acquisition process of certain forms (2015). As to for the concern in what way to correct learners' errors, Uysal (2010) proposes that corrective feedback should be provided only for the target structures while others should be ignored at that point and Mackey and Oliver (2002) claim that corrective feedback would be effective only for learners older than seven (as cited in Uysal, 2010). According to Ellis "corrective feedback may help learners notice linguistic forms that they might otherwise ignore and identify how their deviant utterances differ from the linguistic norms of the language"(2005, p.19). Ellis, Loewen and Erlam (2006) distinguish two types of corrective feedback: implicit which is not the overt indicator of errors, and it is usually in form of recast and provides positive feedback whereas explicit feedback points out what is the error and provides both positive and negative feedback. Lyster (2001, 2004) established that elementary school learners who received feedback in a form of negative evidence outperformed those who received only recast. Thus, he states that negative feedback is far more effective than the recast which might be ambiguous especially for young learners who cannot work out the errors only by hearing the correct utterances (as cited in Uysal, 2010).

Some authors propose that corrective feedback is not always shown effective. Ellis says that corrective feedback contributes to the accuracy in the L2, but also that many studies have never shown that correction of learners' errors results in acquisition. Authors such as Krashen (1982) claim that corrective feedback can be harmful and that is unnecessary because it interrupts the flow of discourse. Truscott (1999) and Doughty and Williams (1998) point out that if errors are never corrected, children will not be able to learn from them, but if they are corrected they are most likely to interrupt the flow of communication and children will be discouraged to use new forms (as cited in Uysal, 2010). Roberts (1995) mentions two important factors for the effectiveness of corrective feedback: learner's awareness of being corrected and learner's awareness of the nature of correction (as cited in Oksana, 2012). The question is how beneficial is the corrective feedback if there is no awareness of the form? Schmidt (2010) conducted a

study case about himself learning Portuguese. He noticed that in many cases when he was corrected for his errors by native speakers, he did not even know he was corrected. He calls this phenomenon *noticing gap,* what implies that learners need to be conscious of their errors in order to overcome them and prevent fossilization.

2.3 The importance of noticing and awareness

Communicative approach emphasizes implicit language learning with rich input and meaningful communication. However, a frequent question is whether teachers using such approach should ever induce young learners to at least pay attention and notice different grammatical forms. Cameron (2011) did several types of researches with children exposed to communicative language teaching. She explains that children acquired a great accent, developed listening skills and picked language very quickly, but without attention to form learners did not develop accuracy, even with basic structures (as cited in Puskas, 2016, p.43). Cameron (2001) claims that attention to form is relevant in children's language learning, its meaning and use. Children are getting to know the world around them and they easily notice patterns and this noticing should be applied in language learning; "teaching can help learners notice and attend to features of grammar in the language they hear and read, or speak and write" (2001, p.110). Therefore, teachers should find the golden road between explicit and implicit teaching where grammar would be presented through interesting topics and meaningful context, with both focus on fluency and accuracy, thus providing children with opportunities from an early start to use accurate grammar in communication (2016). Since it is not advisable to teach grammar explicitly to young learners, at least they should be led to notice certain grammar forms. As Rutherford (1987) points out noticing can improve language acquisition in three ways: it makes the learning process faster, it produces a better quantity of output and extends context where the rules can be applied (as cited in Uysal, 2010). Noticing was first time introduced by Richard Schmidt. Schmidt (1990, 2010) in his case study with Japanese Wes, who was a naturalistic learner of the English language, noticed the occurrence of fossilization. According to Schmidt the main reason of fossilization was the lack of awareness of certain forms. He states that Wes used the pronoun *we're* instead of possessive adjective *our*, probably because *you're* was mistaken for *your* or *he's* for *his* and the learner followed this pattern because he had never actually learned the correct form. He also made errors such as *she's* instead of *her*. Schmidt's conclusion was that such errors

happen because learners rely too much on the interaction, not paying attention to the form. He also claims that learners do not care too much about the form as long as they can speak and indeed Wes was described as a good English learner with good pronunciation and willingness to speak no matter what. Although noticing does not guarantee the acquisition of certain forms at least it provides a step to the correct use of different forms, thus this need for the correct use of grammar structures introduced *focus on form approach* to the field.

2.4 Focus on form approach

Having said much about *focus on meaning* approach and related topics, the time has come to spare a thought for *focus on form a*pproach and investigate what opinions scholars hold when it comes to its influence on young learners.

Contrary to Krashen's opinion that comprehensible input is the impetus for second language acquisition, linguists who are the opponents of Krashen's view share similar opinions among themselves that the second language learning is, in fact, conscious learning with the attention to form. According to Long and Robinson (1998), *focus on form* approach is a shift of attention to linguistic features by the teacher or students for the sake of better understanding and accuracy. Although focusing on form is usually brought into connection with elderly learners who are fully capable of using their cognitive abilities, recently it has been brought into connection with young learners, but with caution. Many scholars have discussed the effects of the *form-focus* approach on young learners. Those scholars who support using the *form-focus* approach are concerned with when to start applying it in teaching young learners and in what way explicitly or implicitly. In regards to this, Cameron (2010) points out when to focus on form and claims that when children acquire certain chunks and vocabulary, they become free for acquiring certain grammar structures (as cited in Uysal, 2010). Ellis (2006) gives an argument in favor of teaching grammar from the early stage telling that if learners form incorrect habits from the beginning, they will have difficulties overcoming them and that grammar taught in the early stage of learners' second language learning forms a basis for further learning. Although new trends in teaching grammar suggest *focus on meaning* approach, Ellis states, „beginning-level learners cannot engage in meaning-centered activities because they lack the necessary knowledge of the L2 to perform tasks. Thus, a *form-focused* approach is needed initially to construct a basis of knowledge that learners can then use and extend in a *meaning-focused* approach (2006, p.90).

Cameron also points out that focusing on meaning does not guarantee continuing language development and that grammar comes naturally in the first language but it has to be integrated into tasks and lesson planning in a foreign language and needs to be explicitly taught, but only to children over the age of 10. She states that grammar is needed in teaching and that meaning focus activities promote fluency but „if the learners' attention is directed to expressing meaning, they may neglect attention to accuracy and precision"(2001, p.110). Similarly like Cameron, Puskas (2016) argues that young learners should not be taught grammar explicitly, e.g. presenting present simple or translating auxiliary verbs, but implicitly through creative games and drills. According to Cameron (2001), teachers have a variety of form-focusing techniques (gap activities, drills and chants, etc.) for bringing the grammar features from songs or stories to young learners' attention in a non-formal way because they need to have in mind that grammar can sometimes destroy learners' motivation. As Kersten and Rohde (2013) claim *focus on form* approach with young learners should not be rote grammar learning, but instead, teachers should use different strategies such as pictures, verbal explanations, repetitions to make grammar structures closer to learners' attention. Furthermore, Cameron (2001) gives some starting points of why to teach grammar to young learners, among which she emphasizes the following: grammar and vocabulary are closely related and necessary for using foreign language, grammar is a means for expressing the meaning, learning grammar can start from learning chunks and evolve into language use, and most importantly, grammar can be taught without any labels or terms e.g. auxiliary verbs (as cited in Puskas, 2016). DeKeyser points out that teachers can do much to improve implicit learning of grammar and vocabulary by adapting to linguistic, cognitive and social characteristics of children, providing support in both comprehension and production (2018, p.4). Uysal (2010) underlines important fact and that if so many language forms are presented to children one by one, it would be much difficult for them to process them without ever being given any explanations. Furthermore, Uysal gives an example of the verb *have got* which children easily adopt as a chunk, but changing the form of the verb for the third person would be much easier by focusing on form, because, in this way it would prevent confusion and would give children the reason of the change (2010). Long (1991) emphasizes that attention to form is required and that it should be incorporated into meaningful activity. Heilenman (1995) gives a strong argument in favor of *focus on form* approach stating that this approach does not necessarily represent teaching grammar in isolation, instead, it can be seen as

means for helping students notice language forms and it serves as preparation for later communicative phase. (as cited in Gascoigne, 2001). Linguists like (Lightbown & Spada, 1990; Nassaji, 2000) share the same opinion that it is necessary to be familiar with some of the grammar structures and rules to be able to use not only understandable but grammatically correct language because the final goal of our teaching should be language competence. Cameron (2001) suggests that some attention to linguistic features which is age appropriate is desirable with young learners and that grammar learning can take place in primary schools, but due to their limited cognitive abilities, it should be implicit rather than explicit (as cited in Kersten and Rohde, 2013).

2.5 Criticism on focus on meaning and focus on form approach

Both approaches in grammar teaching (*focus on form* and *focus on meaning*) have not only been discussed in the favor of being preferable but also criticized by many authors such as Long (2000) who states that focus on form is inefficient and does not offer preferable results nor enables interaction essential in language acquisition. Lyster and Ranta (1997) criticize *focus on form approach* stating that it undermines the flow of communication (as cited in Ozkan, 2015). On the other side *focus on meaning* approach is also questionable because exposure to meaningful input without conscious attention to grammar form can lead towards fossilization and inaccurate use of grammar (Doughty and Williams, 1998). Similarly, Celik (2015) points out that in *meaning-focused* approach errors are tolerated and teachers rarely correct them. Doughty and Williams state, "Neither forms-based instruction nor meaning-based instruction alone can lead to complete second language acquisition" (1998, p.11). Furthermore, Ellis (2005) discusses the effect of the instructions with consideration to individual differences such as language aptitude and motivation which indeed influence the effect of the instructions on learners. According to Terrell and Krashen (1983), vocabulary promotes comprehension and contributes to language learning, whereas grammar-based approaches concentrate on syntax limiting the use of vocabulary and such approaches which provide instructions on the form should be limited because only some students profit from it. Ellis (2015) claims that meaning-focused instructions improve fluency and communication skills, but they do not necessarily result in linguistic competence. Comparing these two extremes, it is evident that both approaches have their

advantages and disadvantages, but it is also pivotal to take other factors into account such as the natural order of acquisition and the nature of structures taught.

2.6 Natural order of acquisition

Sometimes besides providing corrective feedback or instructions on form teachers still get nothing in return or get only inconsistency between instructions or corrective feedback and learning sequence. It is not only a learners' age that is the obstacle which emerges, but also the natural order of acquisition is something teachers cannot go against. Long ago it was established in the well-known study by Roger Brown that acquisition of the first language requires the natural order of the grammatical structures and morphemes that children follow and acquire in a similar sequence (Lightbown and Spada, 2006). Brown (1973) states that in acquiring English as the first language, children acquire some grammatical morphemes earlier than others. Children first acquire progressive marker -*ing* and plural marker -*s,* and much later, from six months to one year later, children acquire third person marker- *s* and possessive *'s.* Led by Brown's theory, Krashen (1982) proposed the *Natural Order* hypothesis for the second language acquisition, by which he claims that no matter of learners' age or first language, the acquisition of some grammatical morphemes depends much on the natural order of acquisition. In order to investigate the order of acquisition in the second language learning, researchers studied different grammatical structures (plural marker –*s*, auxiliary *be*, progressive –*ing)* to see how accurately they would be used by different learners and named this *accuracy order*. The structures that were used accurately were ranked in the following order; progressive – *ing*, plural- *s* and auxiliary *be* were among frequent accurately used structures, whereas the most difficult structures were regular past and third person –*s* (Ellis, 1997). Researches have come to the conclusion that there is a definite accuracy order regardless of mother tongue, age and instructions (1997). So, regardless of approaches used, implicit or explicit instruction or corrective feedback, regardless of which grammar structures are taught, students will acquire them when it's the right time. Also, children acquire certain forms depending on their grammatical development because some grammar structures are complex themselves and require certain cognitive maturity to be adopted. In regards to this, in one case study conducted with three groups (tutored, untutored and mixed) by Teresa Pica, Ellis (1996) explains the effects of instructions on the order of acquisition. According to Pica (1983), all the three groups had the same accuracy order of acquisition no

matter of instructions. This implies that instructions have little or no impact on the acquisition. However, there were notable differences. For example, the group which received instructions on form was more accurate in adding the plural marker *-s* than the group which did not receive the instructions, whereas that group was much better in using the verb ending *-ing*. This research led Pica to conclude that the effect of instructions primarily depends on structures taught. Some structures such as plural marker *–s* are easily adopted and used whereas somewhat complex structures such as progressive marker *-ing* can be adopted but not used accurately. For such structures, instructions have little effect (1997). Similar to this, Pieneman (1985) proposed the T*eachability Hypothesis* whose idea is that learners can benefit from the instructions but only from those which lie within their developmental stage. Even though instructions have no impact on the natural sequence of acquisition, they can be beneficial. Ellis concluded that grammar instructions are beneficial but their teaching needs to be compatible with the natural order of acquisition (Ellis, 2005). This notion is important for teachers of young learners, who after deciding to provide instructions on the form or corrective feedback, should have in mind that at some point those instructions will have no effect because the children are not simply ready to adopt them. Ellis (2006) in the article *Current issues in the Teaching of Grammar: An SLA Perspective* mentions various empirical studies whose aim was to compare the natural sequence of acquisition in instructed and naturalistic learners, stating that the sequence of acquisition was the same for both kinds of learners but that the learners who received instruction on the form achieved higher level of grammatical competence and higher level of accuracy. Ellis also points out that in such studies instructions on form did not guarantee the acquisition of all structures taught. Ellis concludes that "grammar instruction does not enable learners to beat the 'natural route' but it is effective in helping them to progress more rapidly along it" (Ellis, 2005, p.11).

2.7 Current implications in grammar teaching; combined approach

In the nineteenth century, linguists tried to improve language teaching referring to theories of how languages are learned, structured or represented in memory (Richards and Rogers, 1986). Therefore, new methods in teaching we use today are usually defined not only form linguistic but also from a psychological point of view. Furthermore, teaching language is no longer frontal, a teacher-center activity where grammar is the center of teaching. As Trinca (2014) says nowadays, methods of psycholinguistic nature are much more important since they are more

student-centered and essential for communicative competence, unlike traditional methods that are more content-based. Therefore, the shift of approaches in teaching indicates that the time has come to consider more learners' needs and focus less on mere theory and language itself. With the introduction of communicative language teaching new, more engaging methods in language teaching have emerged, so the teaching process has become even more demanding because the approach itself bears different methods, activities and implications with the respect to different ages. Teachers now are tempted to choose appropriate teaching techniques, especially in teaching young learners, because as shown, there are numerous factors to be considered and grammar appears to be an everlasting problem. Along with the new methods in teaching there comes growing interest in the development of authentic materials and activities (Ozkan, 2015). Teachers today use a variety of authentic materials from newspapers, native speaker dialogues and jokes, games, which can serve as both presentations of grammar structures and culturally rich sources (2015). The fact that language books are centered on a variety of topics leaves teachers a range of opportunities for brainstorming and using different activities or games depending on the age of learners. So, it can be said that language teaching has actually become an art. In regards to teaching young learners, new methodology along with psychology proposes games in language teaching. Apart from the previous purpose of using games in teaching just for the sake of fun and relaxation, today games are an indispensable part of the teaching program and many scholars agree on the effectiveness of games. As Yolageldili and Arikan (2011) point out games are important not only because of relaxation, but because they help learners become creative. Games motivate children and sustain their attention and in addition to this, they help the development of intellectual skills and understanding (Kennedy and Barblett, 2010). McCallum (1980) suggests that games stimulate students' interest and can be the highest motivating techniques. Apart from learning, games are also an important factor in developing social and emotional skills, physical health and an increased feeling of wellbeing (2010). So, it is said that games have the threefold function. They contribute to the development of a child's cognitive, affective and psychomotor aspect. This means that through games children are able to learn, socialize and they are in move what is of great importance since children get easily bored. During play children investigate and discover their environment, play stimulates children imagination and motivation, and its potential to teach young learners is widely accepted (*Approaches to Teaching and Learning, 2007)*. But as Yolageldili and Arikan (2011) claim

teachers should not consider games as a tool for fun, but the tool for implementing goals and they should be integrated into teaching programs. Lee (1979) proposes that games should not be regarded as a marginal activity used only when teachers have nothing to do (as cited in Yolageldili and Arikan, 2011). Games are not only reserved for the end of the class when some time has left, instead, they can be used for presenting grammar structures or revising them (2011). Since the new methods emphasize learning a language in a fun and communicative way, the place of grammar remains unresolved in communicative teaching. It is impossible to neglect grammar, as Newby states, traditional grammar is still present in both classroom practice and grammar books, while elements of the communicative methodology are also included in forms of oral activities and games (1998). Nowadays the question is how to integrate grammar into communicative language teaching. As Newby points out "although in theory grammar could have been integrated into communicative teaching, in practice linguists and pedagogical grammarians failed to provide adequate theory to support a genuinely communicative approach to grammar and it, therefore, remained a problem area"(1998, p.1). Newby differentiates both communicative and traditional approach in isolation from the learner-based approach which he call *"humanistic"* approach because unlike the aforementioned approaches, this one is focused on learners and not on a language itself (1998). The Learner-based approach takes into account the unreliability of two extremes in isolation: communicative and traditional approach, underlying that languages cannot be learned but acquired and that a teacher is needed to acts as a facilitator of this process. Thus, the communicative-based approach helps in developing affective and emotional factors, whereas the traditional approach helps in raising awareness about language and they are both needed for learning to take place (Newby, 1998). As Adoniou (2014) claims grammar was never the problem, the only problem was the way it was presented to learners, and most often it was presented as sentences divided into constituent parts. So, grammar should not necessarily be excluded from teaching, only the ways of presenting it should be reconsidered in regards to young learners. According to Puskas (2016), grammar should be presented to children through context where a focus on accuracy and fluency should be combined, so that children have opportunities from an early start to use grammar for communicative purposes. With the appearance of the new communicative approach both, grammar and communication can coexist in perfect balance, through the use of new methods and games with some attention to form. Games are shown to be the best practice in teaching young

learners and using them with the purpose of adopting target grammar structures is a perfect example of a blend of two approaches: traditional and communicative. As Yolageldili and Arikan (2011) state "games provide learners with a chance to practice grammar communicatively provided that games attract learners' attention to some specific forms before the communicative practice. When this is achieved, the relation between form and discourse is enhanced with the help of games because the form(s) aimed for attention exists naturally in the larger discursive context provided by games". (2011, p. 223).

Taking into account both psychological and linguistic point of view of how languages are taught, it seems that both approaches should be somehow integrated into one leading to the new more effective approach which would not look at the two extremes as being separated. Separation makes teachers additionally confused making them wonder how to teach young learners, how to point out what is correct and how to prevent the occurrence of such phenomena such as overgeneralization if they are not able to learn language through some representations of grammar structures. Therefore, it is time we considered both approaches but in combination rather than in separation. There are some authors who propose their opinion on both approaches used in combination.

Ellis (2015) claims form-focused instructions enable learners to develop communicative control over the targeted grammatical features. According to Ellis, there are several points to bear in mind in communicative teaching. First of all, teachers should provide learners with opportunities to engage in meaning-focused language use in order to use linguistic forms communicatively. Doing so some attention to form should be provided in meaning-focused language use because only in this way are learners able to overcome persistent errors when dealing with new linguistic forms. However, when engaged in communicative tasks learners are not always able to attend to both meaning and form and usually, it is the meaning they pay attention to. Therefore, teachers should find a way to attract learners' attention to form during communicative activities (2015). As Celik points out form-focus instructions place emphasis on accuracy and meaning-focused instruction place emphasis on fluency (2015, p.5). Therefore, Ellis concludes it is wrong to keep fluency and accuracy separated and that communicative activities can promote accuracy, which does not happen automatically, but only when the attention is on the form. Similarly, Neuphane (2009) suggests that accuracy without fluency and vice versa is meaningless and that students

should be able to use language in interaction and to have a systematic knowledge of it. According to Celik "Advocates of form-focused instruction believe that learners cannot accomplish a high level of linguistic competence without form-focused instruction, and meaning-focused instruction is merely not enough to enable learners to gain linguistic competence". (Celik, 2015, p.6).

Ellis also emphasizes the fact that teachers should not overuse focus on form but rather should create a condition for incidental learning with skillful use of instructions (2015). „Language teaching, therefore, needs to cater not just to intentional learning but to incidental learning by ensuring that learners have access to adequate L2 input and, crucially, by having their attention drawn to linguistic features that otherwise they might fail to attend to" (2015, p.10). As Ellis (2006) emphasizes "conscious understanding of how grammatical features work facilitates the kind of processing (e.g., attention to linguistic form) required for developing true competence" (2006, p.90).

It can be said that teaching grammar to young learners is a really controversial phenomenon where teachers play the roles of linguists and psychologists and still lose track of what appears to be a right way of teaching grammar to young learners. What plays an important role in the decision how to teach young learners, which approach to use is mostly a matter of teacher's own preferences.

2.8 Teacher's beliefs

Different times have developed different methods of teaching based on different focuses in language teaching. Since the focuses have changed, so have the important segments in teaching regarding methods and materials used. In 1963 Edward Anthony proposed three levels of conceptualization and organization: approach, method and technique (Richards and Rogers, 1986). Today we can say that much of the classroom practice rests upon these three levels. According to Anthony "approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described"(as cited in Richards and Rogers, 1986, p.15). Anthony's model aimed

for making a distinction between theoretical principles and practice. Taking into account the *approach* in Anthony's model, for which he states is the source of principles in language teaching because it refers to theories about how language is learned, we can see that it is the beginning of every practice in the classroom. How language is seen or understood, tells much about how it is taught. As Richards and Rogers (1986) propose, there are three views of language: structural view where the language is seen as a system of elements, functional view where the language is the means for expressing meaning and interactional view which represents language as means for maintaining social interaction and interpersonal relations. The way how language is seen influence the focus of methods and objectives. For example, some methods focus on communicational skills, whereas others focus on accurate grammar from the very beginning „Differences among methods at the level of approach manifest themselves in the choice of different kinds of learning and teaching activities in the classroom"(Richards and Rogers, 1986, p.22). So, which method or activity to use is usually up to teachers based on the opinion they have formed about teaching. As Richards and Lockhart state „what teachers do is a reflection of what they know or believe and teacher knowledge and teacher thinking provides the underlying framework which guides teacher's classroom actions"(1996, p.29). Teacher's beliefs about teaching shape the pedagogy and methods of teaching (Johnson, 1994). Richards (1996) claims that teachers have different beliefs about curriculum, lesson planning and objectives what may lead to different classroom practices. So, it all narrows down to the fact that teachers' decision on approach in teaching grammar is based on their beliefs and directly affects the ways of teaching it. Teachers' beliefs about teaching are not always in accordance with theory, but mostly in accordance with practice or their own experience. Just as we have different students, so we have different teachers whose ways of teaching are drawn from and affected by different experiences of theirs (Richards and Lockhart, 1996). Every teacher possesses academic skills acquired through the years of education, but what really matters as they enter the classroom is not just the amount of knowledge they are able to convey to their students but the way they do it and how their students respond to it. According to Richards and Rogers (1986) assumptions about the learning process, activities and methods attribute different roles to teachers and material they choose depending on what objectives they want to achieve in the classroom. Donesch- Jezo claims „teachers should constantly be trying to compare the effectiveness of various methods and techniques to find the most suitable means of presentation and practicing of

L2 features for their students (2011, p.16). Richards (1998) claims that in teaching it is not important to stick with one method, but what is important is the teacher's involvement in different activities as well as the teacher's ability to make those activities interesting and suitable for successful learning. Newby (1998) states that sometimes teachers have a dogmatic point of view and stick to one approach, their favorite, believing it is the one which can provide all the answers. He also says that classroom practice is a mixture of theory and intuition, but it's important to maintain the balance and be open to different theories, which put into practice may contribute to effective teaching and learning (1998).

Theories of language learning and teaching diverge, but so do theory and practice, so the decision of which approach to take is up to teachers only and they should be willing to experiment with them.

3. Methodology

The following chapter gives a detailed overview of the methodological framework of this research paper, i.e. a description of the research design, participants and instruments used along with a detailed presentation of the analysis procedure and data collection methods.

3.1 Research design

This paper is designed as an action research in a form of a case study. It is action research because this researcher works in an elementary school. Action research can be very helpful for teachers because they draw on their own experience and evaluate what has been taken for granted in teaching. It is useful because of the direct experience we learn from, but it also can serve as a model to other teachers. According to MacKey and Gass (2005, p.172) case studies provide insight into certain aspects of second language teaching and learning, but they cannot be generalized. This research paper incorporates qualitative and quantitative research. Qualitative features are the following: a) it is descriptive and exploratory; b) qualitative research is mainly focused on exploring the small number of participants, so in the study of second language acquisition there are numerous researches that are results of working with a number of participants that comprise one class, the so-called intact classes; c) case study is used as a frequent methodological framework for qualitative research, where the attention is drawn to observing certain change through a certain period of time (MacKey and Gass, 2005). It is quantitative research because certain data are obtained by the data analysis from pretest and posttest, including a questionnaire. Data collected will be displayed through data analysis, and discussed in separate chapters of this paper.

3.2 Data collection methods

3.2.1 Questionnaire

The first research tool for collecting data was a questionnaire. The questionnaire was taken from the book *Second Language Research Methodology and Design* by Alison MacKey and Gass (2005), modified and translated by the researcher for the sake of the research needs. It was modified in a way that some questions were left out such as information about sex, phone number and email address since they were not of relevance to the research. Furthermore,

questions related to the entrance exam, TOEFL test, knowledge of other foreign languages were also excluded from the questionnaire because of its inconsistency with the research needs. The basic aim of the questionnaire was to provide an insight into the participants' prior schooling in the English language, before the enrollment into primary school. The questionnaire took the form of biodata questionnaire consisting some demographical information along with the information relevant to the study such as questions about prior English language learning, schools that pupils had attended before primary school, information about their mother tongue and a possible stay in English speaking countries (2005, p.126). It had been distributed to the parents of the participants. The questionnaire was carried out in order to investigate the reasons why some participants performed at a higher level than the others in the study, which could be important in interpreting the results (2005, p.127).

3.2.2 Pretest

During this research, two different kinds of the test were used for the purpose of collecting data. In the second phase, a pretest was used. This test was taken from the website "YLE-Placement test". The purpose of the pretest was to provide an insight into the learners' knowledge of the target grammar structures encompassed by Students' Book- *English Adventure*, which was used in the class. The test consists of two parts. In the first part, learners were presented with target vocabulary and in the second part they were presented with different verbs and forms, i.e. sentences containing the verb *have got*, the modal verb *can*, prepositions and the verb *like* in positive and negative form. This test is intentionally chosen because learners were not required to write anything by themselves, instead, they were given pictures and numbers which they needed to match to the corresponding picture. The aim was to see what background knowledge and understanding learners had when it came to these verb forms, since, unlike vocabulary, these forms had not been taught in the previous grades.

3.2.3 Posttests

In the third and fourth phase of the research immediate and delayed posttests were conducted. In the third phase, the researcher used the immediate posttest which was given to the learners after the teaching of each verb/structure was completed following the *focus on meaning* approach. Students got the test after the teaching of the verb *have got/has got*, after teaching the modal verb

can and so on. Upon the completion of the fourth phase which implied the teaching of structures/verbs using *focus on form* approach, the researcher conducted a delayed posttest in order to see the effects after instructions on verb forms were provided for the students. The tests were taken from the website "English-Adventure Teachers" where all additional materials can be found for the book used. The tests are designed for each unit from the book, consisting of target structures/verbs. Unlike the placement test, these tests have more complex exercises where learners were required to write sentences or words by themselves and to fill in the gaps with the correct forms.

3.3 Research site

The research was conducted in the elementary school *Velešički heroji* in Sarajevo. This school was taken intentionally because the author of this research paper works in this school. The author did not have any problems approaching the school and there was no need for asking for formal permission which is the usual practice with this kind of research. The researcher did not want to inform learners about the research that was to be conducted, because they were too young to understand and second because the researcher wanted the responses that reflect natural behavior and not what participants think they should say or do (Mackey and Gass, 2005, p. 117). Additionally, the researcher did not inform participants' parents on the research that was to be conducted, simply because the nature of research could not disrupt the flow of what was to be done during the period of one semester.

3.4 Participants

The research included 15 participants, third-grade learners, aged eight or nine. The learners comprised a small class consisting of 15 students. It was a generation of students who got foreign language in the second grade. However, their first contact with the English language was when they started first grade and it was not through regular classes but rather through informal education-English language course. This group of students did the English language course, starting from the first grade, but with the other teacher and I started teaching them when they enrolled in the second grade. In the second year of their second language learning, learners already had some background knowledge of the target vocabulary. Learners were familiar with the names of classroom objects, toys, clothes, food, animals and body parts. Apart from this,

learners were not familiar with any other words and phrases referring to some other topics such as greetings, etc. At that point, grammar was not taught in any ways.

3.5 Analysis procedure

As the learners enrolled the second grade, English classes were held four times a week, two times during the regular classes and two times during the English course. They were exposed to English enough to understand some of the basic chunks. Learners were taught chunks such as *open your book, close your book, look at this picture, how many... do you see, turn page 10, let's sing a song, what is this? Is it a..?* etc. At the end of the second grade, students were able to respond to these instructions, by doing what has been said or asked. It is important to mention that our classes were mainly focused on games and teaching through games. A lot of the vocabulary done in the first grade was also obligatory in the second grade, while grammar was not part of the curriculum. Learners were amused by the prompts and games played in the classroom. It was a small classroom of well-behaved students and it was easy to work with them. After the first semester of the second grade, students were familiar with the target vocabulary, songs and chunks which they mastered during the classes. When it comes to the language used in the classroom, it was a combination of Bosnian and English. Bosnian was used for giving instruction for the activities, but English was used only for chunks and for demonstrating certain activities. As the summer semester of the second grade started, the same method of teaching through play continued throughout the whole semester. Despite different activities and games curriculum was not challenging and learners started being bored. That was the point for reconsidering the ways of teaching because children change drastically from one year to the next. At first, it was very surprising seeing their reaction when they were introduced to a new game, they would show disinterest. Learners seemed to be capable of acquiring more than they were given. At the beginning of the third grade, the new student's book *English Adventure 1* was introduced. It was more complex containing certain grammar adjusted to learners' level. Each unit of the book contained a certain verb/structure, such as the verb *like* used in negative and positive sentences, or indefinite article *a/an* in front of the body parts, the verb *have got/has got*, etc… Therefore, learning became more challenging and required the introduction of some new methods other than games. In the beginning, it was difficult to try to find the right way for presenting different forms of the verbs and the main concern was how to do it. The first thought

was to teach them grammar just through exposure to the grammar structures without any additional explanation. For the purpose of this research paper young learners were also taught grammar by focusing on form and providing corrective feedback.

The overall study lasted for 4 months, one semester, and encompassed five phases. In the first phase, learners' parents were given a questionnaire so that the researcher could have insight into learners' previous education of the English language. In the second phase, students were given pretests to determine their background knowledge in English, especially familiarity with grammar. In the third phase which lasted for two months, students were taught target verbs, presented in the student's book *English Adventure*, just by being exposed to the meaningful communication, without conscious attention to the form but with implicit corrective feedback and through comprehensible input. The following grammatical expressions/structures students were exposed to in this phase were: indefinite article *a/an*, the modal verb *can/can't*, verbs *like*, *have got/has got*, and construction *I am wearing.* Target structures were taught through brainstormed games and activities in which they were actively used. After teaching *focusing on meaning* students were given the immediate posttests after each verb/structure taught in order to analyze potential errors (if any) which appeared as a result of this approach. The fourth phase was conducted after two months and also lasted for two months. Unlike the third phase, in the fourth phase learners were exposed to the same target grammar structures but this time with the instructions on the form. For giving instructions, the researcher used language that is comprehensible and adjusted to the learners' age, along with examples and gave implicit and explicit corrective feedback. Instructions were given in the Bosnian language in an implicit way, meaning that the researcher did not use instructions that would explain e.g. Present Simple or countable and uncountable nouns, modal verbs, etc. Instructions were given just for the sake of making learners' aware of the existence of different forms, such as the presence of third person ending *-s*, the form of the indefinite article in front of consonants and vowels, third person form of the verb *have got*, etc. At the end of the fourth phase, students did the delayed posttest so that the researcher could get an insight into potential errors they made after they had been given instructions and to see if they performed any better or worse on the test. In the last phase, given results were analyzed, compared and it has been established which of the two approaches was more effective and which of the two gave better results on the test.

3.6 Limitations of the study

Taking into consideration the way this research was conducted, when it comes to limitations we can talk about the following: a small number of participants which gives this paper a characteristic of pilot research. Furthermore, the small number of participants does not comprise a representative sample, so it would be preferable to extend the research including more participants chosen by random sampling because it is the best way to obtain the sample representative of the population (MacKey and Gass, 2005, p. 120).

4. Results and discussion

This chapter deals with the analysis of collected data and results during a fourth-month period. First, the results of the questionnaire and pretest will be presented along with short discussion. The paper proceeds with the results obtained from the immediate and delayed posttests after teaching through *focus on meaning* and *focus on form*.

4.1 Phase 1: The results of the questionnaire

The first part of the research involved a questionnaire conducted with parents of young learners. The questionnaire contains some demographic questions about participants' name and surname, age, information about living in English speaking countries, mother tongue and prior English language education outside the formal education. The results of the questionnaire, as shown in figure 1. indicate that 26.67% of learners, (N=4) attended English classes prior to enrollment into primary school. According to the questionnaire results, two learners attended kindergarten where they were taught English. One learner attended the Helen Doron School, and another one was taught English at home since his mother is an English teacher. Furthermore, the results show that 73.33% of learners, (N=11) did not attend any English classes before the enrollment. Additionally, the questionnaire reveals that none of the participants have ever lived in any English speaking countries and that their mother tongue is Bosnian.
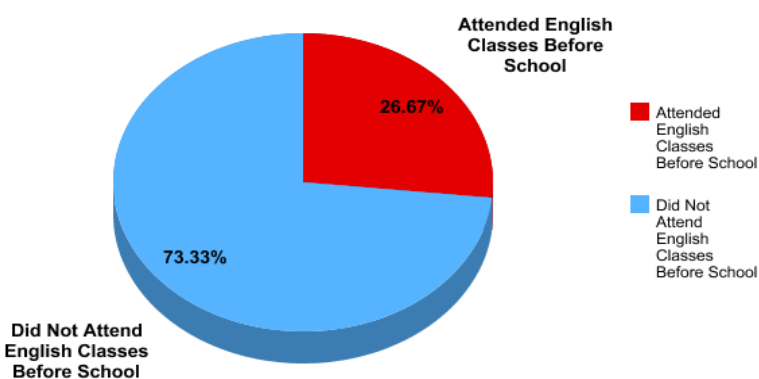
4.2 Phase 2: The results of the pretest

The aim of the pretest (see Appendix B) was to get an insight into learners' background knowledge of the target grammar which they were not taught in the first and the second grade as opposed to vocabulary that they were already familiar with. The pretest was simple because it did not require students to write anything by themselves, but rather consisted of exercises where learners needed to match words to the pictures. The test consisted of two sections: vocabulary section where different pictures were given, below which, numbers and words were provided which students needed to match to the pictures. The vocabulary section contained words already familiar to students, such as food, clothes, furniture, classroom objects, toys and colors. The total score for vocabulary was 40. In the second section of the test, learners were provided with sentences containing grammar structures such as verb *like* in positive and negative form, the verbs *can*, *have got* and prepositions. It was designed in a way to show learners' understanding of certain grammar structures. In this section learners also had to match a picture to the correct and corresponding sentence. For example, the picture represented an apple with a sad face by the picture and they had to choose sentence either *I like apples* or *I don't like apples.* The total score for grammar was 10.

Table 1

Percentages of results obtained from pretest: grammar and vocabulary

Learners	Vocabulary/ total 40	Grammar/ total 10
Learner 1	40	10
Learner 2	40	10
Learner 3	40	9
Learner 4	40	8
Learner 5	40	6
Learner 6	40	6
Learner 7	34	5

Learner 8	33	5
Learner 9	32	4
Learner 10	30	3
Learner 11	29	2
Learner 12	20	2
Learner 13	18	2
Learner 14	15	2
Learner 15	12	1
Average	30.90	5
Percentage	77.16 %	50%

 Table 1 shows the learners' scores from both the grammar and vocabulary section, along with the percentages obtained from the results. The first four students are students who attended English classes before primary school. Those four students performed great on both test were they all had a maximum score in the vocabulary section and two of the students had a maximum score in the grammar section. The other students also performed expectedly well on vocabulary test where the percentage of obtained results was 77.16%, whereas the grammar section had 50% of the total score. Talking about the grammar section, the majority of learners did not show the understanding between sentences such as *I like chocolate* and *I do not like chocolate*, instead, they randomly chose the first one that was near the picture of chocolate. Some students (N=4) even chose both sentences. Additionally the test showed that learners were not familiar with the prepositions since there were more wrong sentences matched to the picture than the right ones. Many students (N=8) matched the picture of a girl skiing to two sentences such as *She can ski* and *She has got long hair.* The test showed that students although familiar with vocabulary to a great extent, were mostly unfamiliar with the given grammar structures. They had one benefit in the grammar section and those were pictures of objects that students were able to recognize. This is what makes this test an easy one what is desirable for a pretest to be.

4.3 Phase 3: Teaching grammar focusing on meaning

4.3.1 Have got/has got

The verb *have got/has got* was the first verb that learners encountered in this research. In fact, for the majority of the learners, it was the first time to come into touch with this verb. Because of the complexity of the verb *have got* which changes in the third person, a decision was first to teach both the positive and negative form of the verb for the first person and for the plural. Since this verb was used only for describing possession (body parts and family members) and not for certain activities e.g. *I am having dinner*, pupils were taught to use *have got* instead of *have*, which made it easier for them to form questions and negative sentences. The first lesson was about monsters and body parts which they had already learned. We revised body parts with a special emphasis on the plural forms. After revision, we proceeded to learn personal pronouns but only for the first, second person singular and plural. They had not learned pronouns before. They were taught pronouns by pointing with the finger at themselves saying *I*, at one student saying *you*, at us saying *we*, at the one row, saying *they*, and everyone in the classroom saying *you*. Learners were required to repeat after me. This activity was done four times and then they were required to do it alone. Several students, one at a time, stood up and pointed at themselves and at the others saying the pronouns. Students usually knew the pronouns *I* and *you*, but they struggled with pronouns *we* and *they*. After this activity learners read a short text from the book about monsters. From this text, they encountered with the verb *have got* for the first person. Students read the text after which they were shown a paper monster I had drawn. I started making sentences which they repeated after me. The sentences were *I have got five eyes, I have got three ears, I have got one mouth, I have got a nose*, pointing at each body part. After this activity students were required to draw their own monster consisting of multiple body parts. Some of the volunteers stood in front of the board saying what they have got referring to the monsters they had made. Some of the answers were *I have got 5 arms*; *I have got 10 ears,* etc. To introduce them to a negative sentence I did the same thing with my monster pointing out what I have not got. They did the same. Then two students were picked, who needed to say what the other student's monster has got or has not got, starting the sentence with second person pronoun *you have got* or *you haven't got*. This activity continued throughout the remaining part of the class with all the students. In the next activity students sitting together were required to tell us

what they have in common. Some of the answers were *we have got a pencil case; we have got long hair*, etc. Activities were easy and students easily got used to the verb *have got*, the confusion occurred when they had to use another person instead of the first person because they did not completely acquire the pronouns at that point. Instructions for activities were all given in the Bosnian language and students were amused just by the fact they were talking in English and actually making sentences. At the beginning of this activity, they were encouraged with the speech that after this lesson they will be able to make sentences in English, and indeed they were. Two days later when we met again, we revised what we had learned so far and some of them had already forgotten the construction *have got,* but after reminding them of it, they wanted to speak about their monsters again. This time they were ready for the third person form of the verb *have got*. First, they were introduced to the pronoun *he* and *she*, after revising the pronouns for other persons. They were introduced to these two pronouns by pointing at a boy saying *he* and girl saying *she*. Next, I drew two monsters on the board and above them, I wrote *He* and *She*. Students came to the board and drew the remaining body parts as I was telling them what to draw. I started each sentence with *she/he has got...* and they would draw what they heard. After the finalization of the two monsters, I asked them *What has she/he got*? I picked one volunteer and asked the question. She answered with *I have got*. I show her *he* and *she* on the board and asked again. Then I heard *she/he have got*, I corrected her immediately without any explanation on the form and started emphasizing the form *has got*. After the correction students continued using *has got* for the third person as other students were picked to tell me what each monster has got. Then I drew the third monster and named it *I*. The same activity was repeated with the third monster, but this time with the form *have got*. Then I asked them to write down in their notebooks what each of the three monsters has got. They needed to write two sentences for each monster starting the sentences with personal pronouns *he*, *she* and *I*. As I approached to see the sentences I saw that nine students did not use *has got* in any sentence, two students were correct with the use of the verb, two students wrote *has got* for the first person as well as for the third and two students wrote just *got*. What I noticed was that students were able to use correct forms as long as we were repeatedly using them together, but when they had to write their own sentences the results were not successful as during the oral task. In the next activity, they were told to describe themselves and their friend. They were using *have got* for the first person successfully but as they switched to the third person they would continue using *have got* form.

Four students who were learning English before the elementary school also had difficulties using the forms for the first and third person but they had great pronunciation. Those students appeared to be aware of the differences in the form, because after they were given a corrective feedback they would correct themselves and think a bit before continuing talking. But they were only a bit better than the other students since most of the time they used *have got* for the third person as well.

Upon the next encounter, we dealt with the negative form of the verb for the third person. Students listened to a song and sang. We read a text with the negative form of the verb. To teach them the negative form of the verb, I stuck a picture of a girl and a boy on the board and wrote incorrect sentences about them. For example, *he has got long hair, she has got three arms*, etc., and the sentences could not be related to the pictures. They were asked if the sentences were correct, after what we started making correct sentences using the negative form of the verb *have got* for the persons *he*, *she*. We repeated the sentences a couple of times. I found two pictures on the internet for a game spot the difference. Students had to compare the two pictures using *have got* for the third person in a positive and negative form. We repeated this activity three times until they were able to use this verb without my help. At this point, learners were able to describe, monsters or different characters, but they frequently made errors using *have got* for the third person, most of the time. I noticed the confusion no matter how many times we revised and did different activities. I had to correct them but they did not seem to be aware of the corrections.

4.3.2 Indefinite article a/an

In this lesson, students were presented with indefinite article *a/an* with body parts. I brought pictures of the body parts into the classroom and made paper letters *a* and *an.* Flashcards of body parts were stuck on the board with the article in front of it. There was blank space in front of plurals such as teeth or feet, as well as in front of uncountable noun hair. We read it a couple of times and then they got engaged in an activity where they needed to pick one of the body parts and say it with an article. Students mostly failed on this activity and it was impossible for them to use it without any meaningful explanation about the article. Many students used just the form *a* in front of all body parts. They were corrected every time, but even with the correction, they were not able to grasp the difference. In the next activity body parts were divided into two groups one with *an* form and the other with *a* form of the article. Then I raised a flashcard and

picked students one by one to tell me the body part with an article. They were mostly focused on a body part without using the article. However, form *a* appeared more frequently than *an*. I noticed that with noun *arm* they never use the article. Two students, who were taught English before, were good at this activity; they knew when to use the appropriate form of the article. It seemed that other students were aware of the article but not of the form. Later on, there happened the occurrences of overgeneralization. Students started using the indefinite article *a* in front of the verbs or adjectives and regularly with plural forms. This lesson was difficult for them to understand, so I did not insist too much on it. It was particularly difficult because learners were not given any instructions on the article.

In the next lesson, students again dealt with construction *have got*, but this time only for the third person. They learned new adjectives such as *long*, *short*, *tall*, *big* and *small*. They were already familiar with these adjectives except adjective *tall*. I demonstrated the adjectives showing them some pictures and then asked them to repeat. This lesson was about describing someone, so they had to describe one of their classmates. They had to use the adjectives in their sentences in a combination with the verb *has got*. Since the verb was already familiar to them, they were asked to describe whoever they wanted from the classroom, letting other students guess who that person was. They were required to come in front of the board and utter sentences starting with *he* or *she*. Many of the volunteers who were saying their sentences still uttered form *have got* for the third person singular. They would say **She have got long hair*, *he have got blue pencil case*, etc. Errors were corrected on the spot, again without any additional explanation. As they were coming one by one in front of the board they would continue using the correct form because we repeated it so many times. Apart from the wrong form of the verb, students mixed verb *have got* with the verb *to be*. They uttered sentences such as **She has got tall*, instead of *she is tall*. Almost every student used the verb *have got* instead of the verb *to be*. It was evident that students who had attended English classes before were very fluent and appeared to know when to use the verb *to be* and *have got*, but they still struggled with the correct form of the verb *have got*. After the teaching of the verb *have got/has got* was done, including the indefinite article, students got the test. They were told that it is only for revising what we had done. The results of the test are presented in the table below.

Table 2

Results of the test for the verb have got/has got

Learners	Have got	Has got
Learner 1	10	10
Learner 2	10	8
Learner 3	10	6
Learner 4	10	6
Learner 5	10	6
Learner 6	10	4
Learner 7	9	4
Learner 8	7	4
Learner 9	7	3
Learner 10	6	3
Learner 11	6	3
Learner 12	6	3
Learner 13	5	3
Learner 14	4	2
Learner 15	4	2
Average	7,60	4,46
Percentage	76%	44.66%

 In the first test, the stress was on the use of *have got* for the first person. The first task contained sentences and a drawing of a human head where students were required to draw body parts as the sentences said. All of the students showed a great understanding of the sentences. The second task required them to write their own sentences about what they have got. There a sentence *I have got* was provided, so I deleted it leaving the blank space for students to fill in. The task was also successful, as the majority of the students wrote correct sentences, with some mistakes in spelling. Five students wrote incorrect sentence writing just **I got*, probably because in the first task given sentences had contracted form *I've got* which we did not use during the written tasks.

The third task was related to vocabulary and body parts. They wrote correct body parts below the pictures although many students spelled *mouth* and *eye* incorrectly. In addition to this, I told them to write an article in front of each body part. The task did not require that in fact, there was no test to test the article. The results of the article were not surprising. Only two students were correct with the use of the article and those were two students who had already learned this during their previous schooling. Generally speaking, as Table 2 shows, results of this test were not bad with the average grade 7, 60. Students knew the vocabulary, they showed a good understanding of the verb *have got* in the sentences, but when it came to the use of the article I did not have good expectations so, I was not surprised. Students did that exercise as expected, they wrote form *a* of the article almost in front of every word or they just omitted the article.

The other part of the test was aimed at third person form of the verb *have got*. The test was a bit more complex because students had to write their own sentences for the third person and use appropriate adjectives. One part of the test was dedicated to the understanding of body parts and adjectives *long*, *short*, *big*. In that task, learners had to match the corresponding sentence to a picture. Sentences were *a big head*, *short legs*, *small feet*, etc. The only mistake students made in the first task was that some of them (N=4) did not know what are *feet* so they drew small legs instead of small feet. In the second task, they had to write their sentences using adjectives such as *long*, *short*, *big*, *small* and to describe a boy and a girl from the pictures using the third person singular form of the verb *have got*. The two sentences were given below the pictures as an example of what to write. I deleted the sentences as I wanted to see which form of the verb they would use. In fact, this task was badly done. Only two students (who attended English classes before) wrote the correct form of the verb. Others (N=13) used *have got*, other mistakes that appeared here were the use of adjective *long* instead of *big*, the use of *short* instead of *small*. In the picture of a girl with big hands, they used adjective *long hands* (N=6). In the picture of a boy with small hands, they wrote *short hands* (N=7). Again they showed a very good understanding of the vocabulary related to body parts, but they were confused about the adjectives. They mixed adjectives *big* and *long* or *small* and *short*, what was not a matter of language but rather a matter of their perception and general understanding. Another, although not very common mistake in the second task was the use of the pronoun *she* for the boy and vice versa. In the third task the majority of the learners (N=9) failed. Namely, they were given negative sentences for the pictures above and they needed to write either *he* or *she* depending on to whom the sentence

corresponds. They mixed pronouns *he* and *she*. It was unclear whether these students who in second task mixed these two pronouns also did not know the corresponding pronoun or the majority of them did not understand what is the difference between the adjectives *short* and *small*, *big* or *long* because in the previous task some of them who were able to discern pronouns *he* and *she* (N=11) were not correct in this task in writing the right person. As Table 2 shows, results of this test were worse than of the previous one. It seemed that students acquired form *have got* for the first person, however, they seemed to be confused about using the form of the verb for the third person.

4.3.3 Prepositions

In the fourth lesson in the book, students learned prepositions of place. We listened to the audio recording and then read the text along. Students learned some new words related to furniture, some of them they already knew such as a *table*, *chair bed*, etc. I showed them pictures of different rooms in the house in order to revise rooms and furniture. Next, I demonstrated prepositions using a book and a bag. I put a book in a bag saying *A book is in the bag, a bag is under the table*, *a bag is on the table, etc*. They learned only these three prepositions. We repeated the activity where students used one of the objects, put it somewhere in the classroom and said where the object was. Then they described a picture from the book using the prepositions. In the next activity, learners drew their own room and had to talk about where the certain objects were in their room. The lesson was not difficult and they quickly acquired prepositions through certain activities done in the classroom. The only mistake was that some students occasionally mixed prepositions *on* and *in*. After the lesson with prepositions was done, students got the test.

Table 3

Results of the test for the preposition of place

Learners	Prepositions
Learner 1	10
Learner 2	10
Learner 3	10

Learner 4	10
Learner 5	10
Learner 6	10
Learner 7	10
Learner 8	9
Learner 9	9
Learner10	9
Learner 11	8
Learner12	8
Learner 13	8
Learner 14	8
Learner 15	7
Average	9,06
Percentage	90.60%

As Table 3 shows results of the test were very good. Learners knew the furniture/room vocabulary given in the first task, there were only some spelling mistakes (N=6). In the second task, they listen to a recording and drew a spider, a ring and the box on the corresponding places. All of the students did the task excellently. However, in the last task where they had to write the sentences about where the objects in the picture were, some of the students (N=5) mixed prepositions *on* and *in*, two students omitted the verb *to be* in the sentences. They wrote **Spider on table, *box under chair, *ring on armchair*. Nevertheless, the test was not difficult and the results were not bad concerning the prepositions of place and furniture vocabulary.

4.3.4 Modal verb *can*

Before introducing the students to the modal verb *can*, we learned some of the activity verbs given in their student's book. Given verbs were *climb*, *run*, *jump*, *walk*, *hide*, *dance*, *swim* and *fly*. These verbs were presented by imitating certain moves. After that, students stood in front of their desks and we imitated the verbs a couple of times, doing it first slowly and then faster and faster. They enjoyed activity very much, they laughed and sometimes they would get confused

when imitating certain verb because they still could not recognize them well. The next activity was with flashcards where students picked one of the flashcards with the activity verb and they had to imitate it in front of the board and other students had to guess the verb. When they got familiar with the verbs we read a short text from the student's book where they encountered with the verb *can* for the first time. Later I showed them pictures of some animals making the sentences with the verb *can*. I would say, for example, *a bird can fly* or *a fish can swim*. They made sentences for other animals such as *monkey*, *rabbit*, *bear*, etc. After this activity was done orally, the pictures of animals were stuck on the board. The learners were telling the sentences about the animals which I wrote down. I introduced them to the negative form of the verb *can* by writing on the board the sentence **A fish can fly*. I first saw their reaction, some of the students said no. I asked them if the sentence was correct and then I wrote the correct sentence- *A fish can't fly*. I gave them a couple of sentences such as **I can fly, *a bird can swim, *a snake can dance, etc.,* to correct orally. The task was successful. Students did not show difficulties with the verb *can.* They were able to use it in both positive and negative sentences. I told them to tell me something about themselves what they can or cannot do. They were willing to speak and they uttered correct sentences, but the positive ones were more common than the negative ones and I had to remind them to use the negative also.

Next time we started the lesson by revising the activity verbs and modal verb *can*. I asked them to say what their friends can or cannot do. At that point, we used other verbs like *read*, *write*, *sing*, *drive*, *ride a bike*, etc. I introduced them to the third person and the verb *can* by using the following simple sentences *she can walk, he can run*. They successfully made sentences using the verb *can* with the third person but they had hard time remembering some of the activity verbs. We read a short text from the book which was focused on the question with the modal verb. After reading the text I asked them *Can you walk?* and they would say *yes*, *Can you fly?,* they would say *no*. In the next activity, we practiced questions with the modal verb. Students used their own flashcards with the activity verbs and got engaged in a pair work. They picked one flashcard and asked the question to their partner. This was also a very successful activity as I observed them during the pair work I could notice the correct way of making questions with the verb *can* and the second person singular. They were told to write one sentence about what they can do and to exchange their notebooks with their partner's. They were engaged in group work with a pair of classmates sitting behind them and the task was to ask the question for the other

pair's partner. For example, *Can he/she dance* or using the names instead of pronouns. First, the learners were shown examples of how they should ask question and as they became engaged in the activity I noticed that they did not make any particular errors when making questions with the third person singular. They would make questions about their classmates until they guessed what that classmate can do. This activity was aimed for making questions with other persons other than the second person singular. After the lesson about the modal verb, students got a test upon our next encounter.

Table 4

Results of the test for the modal verb can

Learners	Can
Learner 1	10
Learner 2	10
Learner 3	10
Learner 4	10
Learner 5	10
Learner 6	10
Learner 7	10
Learner 8	9
Learner 9	9
Learner 10	9
Learner 11	8
Learner 12	8
Learner13	4
Learner 14	3
Learner 15	3
Average	8,20
Percentage	82%

The test with the modal verb *can* was very well done. In the first task, students had to write the correct activity verb by putting the letters in the right order after what they wrote sentences about animals from the pictures using the verb *can* and one of the mentioned activity verbs. Again they were given one sentence as an example which I deleted leaving the blank space for them to write the sentences. The first task was very well done the majority of the learners (N=12) had a maximum score. They successfully matched activity verbs with animals and they used correctly verb *can* in sentences. Others (N=2) mixed verbs *fly* and *swim*, so they wrote **Bird can swim, *Fish can fly* and one learner did not put the words for the verb *run* in correct order so the sentence was* *Tiger can nur*. In fact, they were able to use the verb *can* correctly. The second task of the verb required a negative form with the one sentence given as an example. The sentence was *An elephant can't jump*. I deleted *can't jump* leaving only *an elephant*. They had to continue the sentence and write the other sentences negative so that they corresponded to the given picture. Seven students had a maximum score using the negative form correctly. Others (N=3) used *can* in one sentence instead of *can't* and two students did not write the correct activity verb for the given picture. Three students did not use negative sentences at all, instead, they wrote only positive ones. What I noticed was that many students (N=8) wrote the remaining sentences starting with the article *an* even in front of nouns such as *snake*, *tiger* and *bear*, because of the first example which I had left. Others (N=5) did not use any article and two students wrote the correct article. In the third task, they had to make questions using the verb *can*, by putting the given words in the correct order. They knew the right order of the words in question. All of the learners wrote the correct order of the verbs in questions with the second person singular, except one pupil who omitted the subject in the questions writing **Can ride a horse?*. Three pupils did not know how to say *ride a scooter*, so they left the blank space but with the question *can you*. To sum up, I was really satisfied with the test results since students showed a very good understanding of the verb *can* and showed that they were capable of using it in the sentence in all forms. I was especially positively surprised with the questions.

4.3.5 Verb *like*

The verb *like* was introduced in the unit 6, along with food vocabulary. Learners did food vocabulary in the second grade, so most of the words they already knew. After revising food vocabulary by doing a quiz on the internet I wrote on the board *I like* and *I don't like* putting one

happy and one sad face below these sentences. I made a couple of examples using a picture of pizza saying *I like pizza* or a picture of cheese and did the same using the negative sentence and cringing. The pupils were required to cut out the flashcards from their workbook and to do the same telling what they like or dislike. Then I introduced them to a game called Hot Potato. I brought a small ball and told them that the ball was a very hot potato which they needed to toss to a student saying some food so that the student who caught the ball could say whether he/she liked that food or not. For example, a student says cheese and tosses a ball and the student who catches it says *I like/I don't like cheese.* It was a very amusing activity. Students were able to use the verb *like* in both positive and negative sentences. No particular errors appeared. Afterward, we listened to a song and sang together for several times. They had to rub their tummies or make a face according to likes and dislikes in the song. I asked them *Do you like spaghetti?* They said *yes* altogether. Then learners were engaged in a pair work with flashcards. As they picked one picture, they asked questions to their partner starting with *Do you like*..? I wrote on the board two possible answers *Yes, I do/No, I don't.* At the end of the class, students were able to use the verb *like* in positive, negative form for the first person and in questions for the second person.

Next time we were still dealing with the verb *like* but this time for the third person singular. A big paper *–S* was stuck on the board just to unconsciously attract their attention. I brought two puppets made of paper, glued on two sticks. I also made two little baskets and the activity was the following: pictures of some food were placed into two baskets each of which belonged to a boy puppet or a girl puppet. Then I took the food one by one out of each basket eliciting the sentences e.g. *She likes apples, he likes fish*, etc. raising my intonation on the ending *-s* and we continued doing it together. I wrote some sentences on the board and intentionally stuck a paper *–s* on the verb *like* without giving them explanation. I tried to make them aware of it. We proceeded with the activity. I asked one volunteer to continue. He took a picture of cheese and a boy puppet and said **he like cheese*, then I chose a girl who learned English before the primary school to say another sentence with a girl puppet and ice-cream, neither she used ending *–s* in a sentence. I implicitly corrected both students saying the sentences correctly and picked the third one to tell me another sentence. The pupil made the same mistake not using the ending *–s* even though I emphasized it as I corrected the previous two students. The next activity was for them to compare themselves with this boy or girl. I put the food back into the baskets and took one of the pictures of the food from the basket and showed them an example of sentences such as *She likes*

fish and I like fish, or she likes cheese but I don't like cheese. They had to do the same task. What I noticed is that they never used the ending -s for the third person. When I corrected them emphasizing ending-*s*, they would repeat after me, for example, *she likes spaghetti and *I likes spaghetti*, using the ending –*s* for the first and third person. They were mixing the form of the verb for the first and third person singular because their attention was drawn to the food from the basket and to say what they like or do not like, and not to the form of the verb. All of the students made the same errors, they either used ending –*s* for both persons or did not use it at all. The task was only successful in a way that they actually made sentences, although not correct ones. To introduce them to the negative form for the third person singular I took food from the boy's basket saying *She doesn't like cheese.* I told them that everything that is in the boy's basket the girl does not like and vice versa. I showed the negative form of the verb for the third person singular on a couple of examples and asked them to do the same. They made correct negative sentences for the third person with the verb *like*, because at that moment the form *doesn't like* was the only one used. I noticed that they followed the pattern *she/he doesn't like* and did not make errors. They were imitating one another making the correct sentences. We wrote some of these sentences on the board for different persons without any explanations on the form.

Next time we revised the *verb* like for the first and third person in positive and negative sentences. They filled in a survey in their workbook where they marked the things they like or do not like and did the same for their classmates. They were told to do an interview with three of their classmates using questions starting with *Do you like?* and to write *yes* or *no* by the picture of food in the questionnaire form. After they did the task each learner was asked to talk about what they had written in the survey making sentences with the verb *like*. The students used correctly the verb *like* for the first person in both positive and negative sentences, but they never used ending –*s* for the third person as they talked about their classmates and many students failed saying negative sentences for the third person. They mostly used *don't like or not like* for the first and third person. It seemed that they acquired structure *like* and *don't like* but just for the first person singular. I never gave them an explanation about the different forms, but they seemed not to care. They were able to make sentences although not grammatically correct. They did a pair work where they picked one animal they wanted to be. They had to think about what they can or cannot do, what they like or do not like and they had to ask questions to the friend they did the pair work with. The pupils got excited about the characters they had chosen to be. Their way of

making questions was correct since it was for the second person which they were mostly good at. The question for the third person and the verb *like* was not mentioned at this point, since it was not given in the student's book.

Table 5

Results of the test for the verb like for the 1ˢᵗ and 3ʳᵈ person singular

Learners	Verb like: 1ˢᵗ person	Verb like: 3ʳᵈ person
Learner 1	5	4
Learner 2	5	4
Learner 3	5	3
Learner 4	5	3
Learner 5	5	3
Learner 6	5	3
Learner 7	5	3
Learner 8	5	3
Learner 9	5	3
Learner 10	4	3
Learner 11	3	3
Learner 12	2	2
Learner 13	2	2
Learner 14	2	2
Learner 15	2	2
Average	4,00	2,86
Percentage	80%	57.33%

In the test with the verb *like* students did two parts of the test one for the first person and the other for the third person singular. Total for both parts was five points. In the first task, learners showed good background knowledge of food vocabulary as they were given pictures of different food to write. There were some spelling mistakes such as **cheeze*, **sendwich*, **ice kream*,

cocolate. In this task, learners were also required to write what they like or dislike starting the sentence *I like* and *I don't* like in the space provided for the sentences while referring to the pictures of the food given above the blank space. The total in the first task was three points, one for the positive form, one for the negative form of the verb like and the third point was for the vocabulary. All of the students (N=15) wrote the correct positive and negative form for the first person, and some of them (N=4) did not know some of the words related to the food, so they lost one point here. The second task was forming two questions with the verb *like* by putting the given words in the right order. Nine of the students did the questions correctly, five students did not put words in the right order, instead they wrote positive sentence omitting auxiliary *do*, and one student did one question wrong writing *Do like you chicken?*. To sum up, 80% of the answers collected were correct.

The results of the second part of the test with *like* for the third person were drastically different. In the first task, there was a picture of a boy and a girl with things he/she likes and does not like. Students had to write their own sentences for the third person, below the pictures. Below the picture of a boy, there was a sentence which served as an example of what he likes and does not like, but I deleted that sentence. The total of the first task was three points again for the positive and negative sentences and vocabulary. Only two students wrote the correct negative form for the third person, whereas others (N=13) wrote the negative form for the first person. In fact none of the students wrote ending *–s* in the positive sentence and all of them, wrote the words correctly. In the second task, students had to fill in the gaps with given words to make questions. The task was well done, four students failed to provide the correct word for the blank space. In general, I was not satisfied how students did the second part of the test as the results clearly show the first task was better done.

4.3.6 Have got/has got; can

As the new unit was introduced, the topic was already well known to them. We talked about family. Students knew vocabulary related to the family members, as this topic was already done in their first year of learning English. However, this unit incorporated two verbs mentioned and discussed in the previous lessons; *have got* and modal verb *can*. I asked the pupils if they remembered these verbs as I wrote them on the board. The verbs were familiar to them and I asked if they can think of any sentences with these verbs. The answers were usually with the first

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person singular such as *I have got long hair, I have got sister/brother, I can dance, I can sing*, etc. Not a single example of form *has got* for the third person singular was mentioned at that point. I realized that we should have started using this form of the verb more often in some other examples. We read a dialogue and did a role play. At the end of the class we sang a song from the student's book while demonstrating certain moves and verbs that were mentioned in the song. Learners were told to bring some photographs of their family next time. Their excitement about the fact that they were going to talk about family was precious. The majority of the students brought more than one photograph what made me feel excited about the activity, realizing how important it was for them. First, I rearranged the chair layout. Students were seated in a circle holding their photographs. I told them that I wanted to know more about their family and that I wanted them to describe each person from the photograph. The moment they were asked to talk about their family, I realized how they were really capable of making sentences in English. The first volunteer started talking about her family. She made a good introduction saying who was on her photograph and proceeded to describe her mum, dad and sister. She started with *my mum have got brown hair* and she was immediately provided adequate corrective feedback, but as she went on describing her dad she made the same error saying *my dad have got short hair.* As learners were doing the task one by one they frequently made errors using *have got* for the third person, and despite the series of corrections they were provided orally without any instructions on the form, learners continued making the same errors. Learners showed confusion and non-awareness of the form which was evident when they talked e.g. about themselves using *have got* and then shifted to the third person again using the same form, or vice versa. They were either using *have got* or *has got* for both persons, meaning that they did not differentiate two forms. At one point I stopped correcting them and let the conversation flow. It was obvious that the oral feedback was not influential without instructions on form. The only time they were correct was when *has got* form was used repeatedly for the third person. Other errors which appeared were *my grandmother has got old or *I have got baby* (instead of *I am a baby).* They used verb *have got* instead of the verb *to be*. In fact, during this exercise, none of the students used negative sentences. In this activity, they were required to say what their family members can or cannot do. With the use of the verb *can* they did not make errors, but they hardly ever used negative form. Then I asked them to talk about food, what they or their family members like or dislike. The most common error here was the error of omission. Learners never used ending *–s* for the third

person no matter how many times they were given corrective feedback. However, this was not a matter of concern since it is closely related to the natural order of acquisition. Although the corrective feedback was given numerous times throughout the whole activity, it showed that in this case correction had no or little effect because there was no conscious attention to the form and because of the late acquiring nature of the ending *–s.* It is important to mention that although the correction was not beneficial I tended not to change the strategy since at this stage of research pupils were not supposed to be given any information on the form. They frequently made errors such as **she/he not like or he/she don't like,* but they were mostly correct talking in the first person, although some of the students made errors such as **I not like.* To sum up, the activity was successful as long as the speaking was concerned. I made them talk about their family members and this was something they enjoyed very much. They were intrinsically motivated to speak, since they were talking about their family and themselves. Furthermore, I noticed that students who attended some other language activities (courses, etc.) were much more open and confident to speak in English than other students, but they also made errors such as the omission of the ending *–s, have got* form for the third person and *do not like* for the third person.

Our next class was dedicated to the question forms but only for the second person. The learners were playing with picture cards. They were divided in groups of four. All students put their sets of picture cards with family members and shuffled them. I dealt out eight cards to each learner. The aim of the game was to collect four identical cards: four sisters, four fathers, etc. The learners had to ask each other a question *Have you got (a brother)?* If the answer was positive the learner got a card, if the answer was negative the learner who said *No* asked for a card that he or she wanted. It was extremely entertaining game and the learners enjoyed playing it and making questions. No particular errors appeared on this occasion since the focus was only the second person. Next time they got a test.

Table 6

Results of the test for the verb have got/has got and the verb can

Learners	Have got/has got and verb can
Learner 1	8
Learner 2	8
Learner 3	8
Learner 4	8
Learner 5	8
Learner 6	8
Learner 7	8
Learner 8	7
Learner 9	7
Learner 10	7
Learner 11	7
Learner 12	6
Learner 13	6
Learner 14	6
Learner 15	6
Average	7,2
Percentage	72%

In this test, students showed a great knowledge of family vocabulary in the first task where all of the students had a maximum score. The second task was far more complex. Students were given four pictures of people doing some activities such as singing, running juggling and walking on hands. The blank space was provided below each picture for students to write their own sentences describing those people. The score for this activity was four points, two for the right use of *have got* and two for the use of *can*. In fact, none of the learners wrote *has got* for the third person. Some of them (N=4) wrote just *got*, for example, *she got short hair*. All of the students used *can* correctly in every text. The only mistake was a misspelling of the verb *juggle*.

The last task comprised four questions that students needed to answer. All of the questions were with the verb *have got* for the second person. Two questions were yes-no questions (*Have you got a sister? Have you got a brother?)* and two questions required the full answer (*How many sisters have you got?; How many brothers have you got?*). Learners mostly answered using full sentences to the yes-no questions, for example*, I have got brother/sister*, but to the other two questions they used just numbers. Three students wrote full sentences. The mistakes were found in negative sentences mostly. Those who answered negatively (N=4) the answers were **I haven't a sister/brother.* Three students answered just *I have got brother/sister* to the question *How many brothers/sisters have you got*. I was not satisfied with the test taking into account that this was the second test with the same verbs that we previously learned and revised. It was very surprising to see that none of the students ever used *has got* form.

4.3.7 What are you wearing?

In the last unit of the book, the construction *I am wearing* was introduced. After revising vocabulary related to clothes we did a warm-up activity. The learners used their own flashcards cut out from the book and shuffled them on the table. The game was called *Find a piece of clothing*. As I said a sentence e.g. *„Find a sweater!"* they had to find it and lift the flashcard. The fastest learner was the next one to say another piece of clothing. After the activity I started explaining what I was wearing pointing at each piece of clothing and using the structure *I am wearing (...).* I wrote on the board this sentence and asked them to describe what they were wearing. They were well familiar with the vocabulary, but learners would usually omit the copula and they would say *I wearing*. The omission of the copula is a typical error of negative transfer based on its non-existence in our language (Ellis, 1997). I emphasized the verb *to be* using a pause and raised intonation every time I would correct their mistakes. We read a text in the book and listened to a song and sang together. Learners were told to write down what they were wearing. Even though they were corrected so many times, in oral production without pointing out what the error was, most of the students still omitted copula even in the written form, only four students were correct in writing.

Next time we started a warm-up activity by singing a song from the last time and demonstrating a certain pieces of clothing mentioned in the song. The aim of this class was to use the verb *wear* in a sentence with the third person. This class was designed as a workshop where they were

fashion designers. Their task was to draw two dolls, male and female, to use clothes flashcards from the book and glue on their dolls. Students were really amused by this activity. When they made the dolls and gave them names, each of them came in front of the board to show us what his/her doll was wearing. They were given an example of how to make sentences for the third person, without any explanations on the form. Students started making their sentences using the name of a doll or pronoun and the structure, still omitting the verb *to be*. Every single learner would say **she/he wearing* omitting the copula. The next class was aimed for practicing this structure with the first and third person singular. They were asked what they were wearing and none of the volunteers uttered correct sentences. They were correct with the vocabulary but not with the construction. The next activity was to describe someone from the class and others had to guess who they were describing based on the clothes they were wearing. They made sentences *she/he wearing* and after several times of providing them with a corrective feedback, some students started using this construction in the right way. After the learners were instructed to write down their sentences, I noticed that they omitted copula in the written form. This showed that students were able to utter correct sentences when they used the same structure over and over again after being provided corrective feedback. However, they did not write the correct sentences because their awareness was not consciously drawn to the form. At that point, they were not given an explicit explanation for their errors and we continued with the lesson. Next time they got the test.

Table 7

Results of the test for the construction He/she is wearing/I am wearing

Learners	He/she is wearing I am wearing
Learner 1	6
Learner 2	6
Learner 3	6
Learner 4	5
Learner 5	5
Learner 6	5
Learner 7	5

Learner 8	5
Learner 9	5
Learner 10	5
Learner 11	5
Learner 12	5
Learner 13	4
Learner 14	4
Learner 15	4
Average	5,00
Percentage	50%

The first task of the test was related to the vocabulary. Learners had to put the given letters in the right order to get the right word for an item of clothing in the picture. They did the first task successfully. Three learners lost one point there because two of them wrote a *T-shirt* for the *shirt* in the picture and one student did not know how to spell *scarf*. The second task was disappointing. The task required sentences with the structure *he/she is wearing*. Students were given three pictures to describe what each person in the picture is wearing. None of the students wrote the correct sentences, meaning that they omitted copula, so they did not get any points in this task. The third task was the structure *I am wearing*. Students were provided with blank space to write in what they were wearing that day. This time only three students wrote the structure correctly, others (N=12) omitted copula again. The test did not show good results. According to the table, students accomplished only 50% of the total score. They understood the structure, but could not make the right use of it.

After the teaching and the testing phase, the learners were furthermore tested in terms of the use of the correct expression/structure in the meaningful context. Learners were asked if they liked listening to stories and that they were going to listen to a story. I told them to draw a person with head, body and limbs. The students drew two baskets with sad and happy faces below the drawing. Then they drew everything I told them to do. I made sentences such as *She has got long hair, She is wearing a red T-shirt, She likes pizza, but She doesn't like cheese, She has got a red bird, Bird can fly* and more similar sentences. I was telling them a story which they had to draw

on the paper. When I looked at their drawings everything was there and they showed a great understanding of all the structures done so far. They understood vocabulary and grammar. There was not a single error that would show a misunderstanding of the verbs/structures. After the task was completed I challenged them with the story they had to tell by themselves. They followed the same pattern. First, they draw their own drawings and then talked about it. The results of this activity were astonishing. Learners showed great willingness to speak. They were fluent and enthusiastic. Learners were actually producing a lot of sentences, although, most of the time they were not correct, which at that point was not to be considered a flaw, because their motivation to speak was priceless. To make them motivated to speak was a great achievement, to a certain extent, regardless of the errors. The errors that occurred were *have got* for the third person, they never used ending-*s* nor they used the copula in the structure *she/he is wearing*. As it could be observed, the learners rarely used negative sentences, but when they used them the form *don't like* for the third person appeared more often than not. I tended to correct them every time. They were correct with the verb *can* for positive and negative sentences. Learners frequently and spontaneously used an indefinite article in front of verbs or plural. In general, they were able to talk in English using the mentioned verbs. So far my task of teaching them these structures was well accomplished, but my concern was how to make the students use them correctly. After this part of the research was done, we proceeded to the second part where the students were taught focusing on the form.

4.4 Phase 4: Teaching grammar focusing on form

The second part of the research proceeded immediately after the first part. Since the workbook was the same and the same structures were to be taught, I told them that in order to speak in English fluently we needed to constantly revise everything what we had learned. I made speech to motivate them for the revision that followed. The student's book was not used all the time since the learners were familiar with almost every text or song from the book, instead we practiced grammar structures through different activities that focused on the form rather than the meaning.

4.4.1 Have got/has got

As the first lesson was related to the verb *have got* the learners were asked to revise pronouns in English. They did not understand instructions immediately but after mentioning several pronouns in Bosnian, the learners knew how to say them in English without difficulties. They were told to translate two sentences from Bosnian to English. The sentences were: *Ja imam sestru. Ona ima kratku kosu.* The first noticeable thing was their confusion about how to translate the sentence as if they had never encounter with the verb *have got* before. As I reminded them of the verb, pointing at me and saying *I have got two eyes*, they remembered the verb and started writing sentences. I wanted to see what each individual wrote so I approached them one by one. The majority of learners wrote the form *have got* for the third person in the sentence. Only three of them used the right form. I wanted them to correct their error without giving them any hints, but they did not know what the error was. Some of the students changed the adjective *short* into *long* or *small*. The learner with the right answer was chosen to write the sentences on the board and I asked them if they saw the difference. The acted as if they remembered it. The learners were required to tell me what the difference was and they all said *has got,* then I asked why it was different but they did not know the answer to this. Learners who did the task correctly raised their hands to answer my question, because, apparently, they knew. After the introductory activity, they were given an explanation for the different verb form. Of course, the explanation was implicit, meaning that Present Simple was never mentioned at that point, nor was the possibility to use the verb without *got*, simply because the learners were taught to make questions by inversion and not using the auxiliary *do* or *does.* It was explained that with the third person (he, she, it) we always use the form *has got*, as opposed to other persons which always

have the form *have got*. Students were asked to write the given sentences in the negative form. They seemed perplexed after my instructions. They acted as if the negative form is something they had never used or encountered before. I gave them an example saying *I haven't got red hair.* They nodded as if showing they understood what they had to do. Approaching them one by one, I saw the same mistake. The learners used *haven't got* for the third person despite the explanation. This time it was slightly better because the number of learners who wrote correct sentences went up to seven learners. I asked them again to correct their errors and the pupils appeared to know what was wrong. The negative form of the verb was explained with an emphasis that it differs in the third person. We wrote the verb *have got* for each person on the board in both forms, positive and negative and with the translation. I told them to write four sentences using this verb and using different persons for each one. When I asked them if the task was easy the answers were positive, and their sentences were all correct taking into consideration the verb *have got*. However, the same errors occurred this time with the adjectives *long*, *short*, *big* and *small*, as well as mixing the verbs *to be* and *have got*. I was tempted to explain the difference between these two verbs. I told them not to mix these two verbs by writing on the board verb *to be* for all persons and its translation in Bosnian. The students got a task to think about sentences that they can make with the verb *to be*. The error that occurred on this occasion was the use of both verbs *have got* and *to be* in the same sentence. Some of the students N= (4), wrote sentences such as **I am have got long hair.* At that point, I realized that it was a mistake to teach them both verbs at the same time. They were not able to understand the difference between these two verbs, as I expected. We clarified the meaning of the adjectives. It appeared that they used adjective *long* instead of *tall* when talking about both people and objects. The next activity was to be completed orally, to see how they were able to use different forms when talking. I found drawings of some characters on the internet. Their task was to describe them orally using *has got*. The first volunteer used the verb for the third person accurately and the others continued using it in the right way. When I asked them to compare their hair, shirt, bag, etc. to classmate's sitting next to them, the learners were rather correct with the use of the verb for the first and third person, although at times, confusion occurred, especially when using negative form. It was noticeable that they made short pauses to think about their sentences. They also tended to emphasize the different forms of the verb by raising the intonation, as if they wanted to let me know they can use it correctly. Sometimes, I did not have to correct them myself, they did it after

realizing that the form of the verb was not right. The students were more accurate in the oral activity than they were after being taught focusing on meaning, but with longer hesitation to utter the sentence. They also showed uncertainty and effort to be correct. I was sure that at that point they were able to use the verb *have got* in a correct way although not every single time.

Our next encounter was dedicated to question form of the verb *have got*. At the beginning of the class, we revised the difference in form for the first and third person, which they remembered, so we proceeded to form questions. I asked how they could make a question using the verb. A long pause followed after which, a pupil (who attended English course before) uttered a question *Do you have sister?* I replied that the question was correct but that we were going to use another way of making questions. I explained that with the verb *have got* we can make a question just by replacing places of *have/has* and subject, showing one example. Afterwards the learners got engaged in the activity. In the pair work that followed, pupils hid something behind their back and their classmate had to ask the question *Have you got*...?. Then, one pupil gave an object to his/her classmate to hide and another pupil had to ask the question *Has she/he got.....?* As we switched to make questions with the third person students continued with question *Have you got?* after what I explained that they had to ask a question for him or her. The first volunteer made an error saying **have she got?* I protested and he corrected himself immediately. Others continued using correct forms though they were confused and words in their question were not always correctly ordered meaning that even though they used the correct form for the right person, they would omit *got* e.g. *Have you sister?*

 Next, we practiced the use of the indefinite article. I explained that teeth and feet do not have an article, just like the noun *hair*. Of course I did not give them speech about irregular plural or uncountable nouns. Then I asked them if they remembered the letters *a/an* that we had put in front of the nouns. This time, they were given an explanation when to use the form *a* and when to use *an*, saying that they can stand only in front of singular nouns. The learners were familiar with the vowels and consonants from the Bosnian language, so they were told when to use which form of the article. Students did one exercise with the article. I gave them a couple of nouns in both plural and singular leaving the blank space in front of them. Students were mostly correct with the use of the article, regarding vowels and consonants. However, they did not pay too much attention to plural forms and they wrote the correct article even in front of the plural or

uncountable noun *hair*. At this occasion only two students were correct omitting the article in front of plural. Even with given explanation for the use of the indefinite article, this lesson was difficult for their age, especially, due to the plural and uncountable nouns. Then, we tried to practice this orally. In this exercise I pointed at different objects in the classroom and the pupils were required to say the name of it with the article. They were correct with the use of the article with vowels and consonants, but they really had to take time to think about it. Next time our classes were reserved for revision of the verb *have got* in all forms and for all persons, including the use of the article. I brought in worksheets with different exercises for the verb. The errors that occurred were the use of *have got* in the sentences that started with the name. For example, **Sandra have got a parrot*. The majority of the pupils N= (13) used the correct form with pronouns but incorrect with the proper names N= (9). I explained their errors and pointed out that *she* is a pronoun for Sandra. Pupils also made a lot of errors in the task with the question form. They were given sentences to fill in e.g. _____ *Sandra _____a camera?* Some of the pupils N= (6) wrote **Have you Sandra got a camera?* or N=(4) **Have you Sandra a camera.* They appeared to be confused because of the appearance of proper names instead of pronouns. Again, I explained that we can use names instead of pronouns, showing a couple of examples. We practiced making questions for the third person with the names, orally and we wrote down some examples. Nevertheless, the learners did not have any particular errors on the form when pronouns were used in the sentences. The next worksheet I gave them contained sentences starting with the proper names. This time the pupils knew which form to use. There was one error in a sentence containing two proper names where the majority of them N= (9) used *has got* form. It was a pleasant surprise to see that the pupils did the worksheet with an indefinite article excellently. However, they did not get plural or uncountable nouns in the task what was a mitigating circumstance. Next class, they got the test to see if this time they would have better results. What I did was told them that the test was going to be graded, as I wanted them to maximize their effort to do the test as good as possible, since they were conscious about the form. My goal was also to extrinsically motive them to get good grades and better results.

Table 8

Results of the test for the verb have got/has got

Learner	Have got	Has got
Learner 1	10	10
Learner 2	10	10
Learner 3	10	10
Learner 4	10	10
Learner 5	10	10
Learner 6	10	10
Learner 7	10	10
Learner 8	10	9
Learner 9	10	9
Learner 10	10	9
Learner 11	9	9
Learner 12	9	8
Learner 13	9	8
Learner 14	9	8
Learner 15	9	8
Average	9,66	9,2
Percentage	96.66%	92%

According to the table, the results of the tests were better than the results from the first test. As observed, the average grade 9, 66 for *have got* is somewhat better than the first grade. However, the average grade 9, 2 for *has got* form is a great deal higher than the first grade. This proves that focus on form had, indeed, a huge impact on the accuracy in regard to this verb. In the first test, all of the learners did the first and second task correctly. Namely, the first task was successful even after the teaching through focus on meaning. The second task was correct in regard to the form of the verb for the first person. However, there were errors in regard to the indefinite article. The pupils N= (5) used the indefinite article in the sentences with plural. For example, **I*

have got a two eyes or *I have got an ears.* They lost one point in such sentences. The third task was completed successfully. They also got the instructions to write the article in front of the nouns. This time, as opposed to the first time, all of the learners wrote the correct article with the given nouns. Concerning the use of the article, it can be said that instructions had a positive impact here as well. However, it is important to mention that the task did not contain plural, for which on this account, it cannot be claimed if instructions would have any impact.

The second part of the test was for the third person. The first task was well done with the maximum score for each learner. In fact, the learners never had any particular difficulties with vocabulary tasks. The second task was aimed at the use of the form *has got* and the use of right adjectives (long, short, big or small). Seven learners had a maximum score in this task, meaning that they used the right form of the verb and right adjective. However, the remaining number of learners did not have the maximum score. Errors that occurred were a mix of adjectives long and big N= (4) *He has got long feet*, or *He has got long hands,* and short and small *He has got small legs*. Nevertheless, this time the number of learners who mixed adjectives decreased. Although we establish the difference between adjectives, some of the learners still found it difficult to understand the meaning. This error was not a matter of concern. What was more surprising was that two learners wrote *have got* form for the third person. The third task was related to the use of third-person pronouns and to the understanding of the negative form and the adjectives. Two learners lost their points here because they did not understand the meaning of the adjectives, and those were the same learners who did not write the correct adjectives in the second task. Amazingly, all of the learners knew the pronouns for the third person.

4.4.2 Prepositions

After the teaching of *have got* was completed, we went on revising the prepositions of place. I put my bag on the chair and asked them „*Where is the bag?"* I heard them answering „*On the chair".* I put a pencil case in the bag and asked „*Where is the pencil case?*" and they uttered," *In the bag".* I did the same putting a book under the chair and the learners answered correctly. We wrote the prepositions on the board with their translation and two new prepositions were added in *front of* and *behind* since the learners were well familiar with the three ones previously learned. Next, we revised furniture and rooms writing on the board vocabulary related to it. We did an activity to describe our classroom and to say where the objects were placed in the

classroom. The learners raised their hands to describe the positions of some objects. They were able to make sentences using the prepositions of place but some of the learners still mixed *on* and *in* prepositions, while some struggled with the newly learned prepositions. The next activity was aimed at writing sentences in their notebooks. They were given a picture of a children's room to describe. After this activity, the learners read their sentences which were mostly correct. However, some learners omitted copula for which I drew their attention to, saying that the sentences needed to have the verb *is* or *are* depending on singular or plural and showed that on two examples. I made them correct their errors and gave them a task with prepositions where they had to put the verb *to be* in either singular or plural. Since the prepositions were easy to acquire, the learners were given a test upon our next encounter.

Table 9

Results of the test for the preposition of place

Learner	Prepositions
Learner 1	10
Learner 2	10
Learner 3	10
Learner 4	10
Learner 5	10
Learner 6	10
Learner 7	10
Learner 8	10
Learner 9	9
Learner 10	9
Learner 11	9
Learner 12	9
Learner13	9
Learner 14	9
Learner 15	8
Average	9,46
Percentage	94.66%

In the first task of the test, all of the learners had a maximum score. The second task was also successful. This time they did not listen to a recording, instead, I was telling them the sentences as where to draw an object. I rearranged the objects on different places than they were in the first test. They won the maximum score in the second task. In the third task, the learners needed to write sentences. I intentionally told them to draw two rings instead of one, so that I could see if they would use the plural of the verb *to be* in their sentences. Eight learners wrote the sentences correctly. Two learners used the wrong preposition. Instead of writing *A spider is in the flower* pot, they wrote **Spider is on flower pot*. Two learners wrote **Two rings is under table,* one wrote **Two ring is under table and* one learner wrote only singular with the correct use of the verb. One learner omitted the verb *to be* in every sentence. The table shows that students were well familiar with the prepositions of place. However, they seem to have difficulties with the verb *to be* in the sentences. This was not the matter to be discussed at that point and the results of the test were great, a bit better than of the first one.

4.4.3 Modal verb *can*

The next class was dedicated to a revision of the modal verb *can*. Again, my class started with the question „*Can you run?"* or „*Can you fly?"* The learners answered with *yes* and *no*. When I asked them to tell me in Bosnian what my question was, the learners knew the translation of the questions and the verb *can*. I wrote the verb on the board and the translation in Bosnian. Next, we revised some of the activity verbs by imitating them. We wrote the activity verbs on the board and translation because some learners had a hard time remembering some of the verbs. I stuck some pictures of animals on the board and told them to write down what these animals can do. They were able to write sentences using the verb *can* and activity verbs. There was not a need for further instructions on the modal verb since it is the same for all persons and the learners were able to use it in their sentences. The next task was to put the sentences they wrote in their notebooks into negative form and to make questions. They had some difficulties remembering the negative form of the verb. As they were not really sure about how to make a negative sentence they were given instructions. I told them that they can easily make the negative form just by adding *not* to the verb and showed them a contracted form of the verb. The learners proceeded to write negative sentences without further difficulties. Their negative sentences were all correct and mostly with the contracted form. I wanted them to make questions of the

sentences in their notebooks without giving them any explanation beforehand. I asked them how they can make the question with a sentence, for example, *A fish can swim* and one learner uttered* *Can you swim?* As with other verbs, learners usually used the second person in questions, probably because they were accustomed to that pattern of question form. I explained on this example that questions are formed just by replacing the places of the subject and the verb *can*. After the given instructions the learners started making questions in their notebooks. The same thing repeated in their notebooks. I came across examples such as *Can you bird fly?* I gave an explanation of how to make questions using pronouns or some other nouns. I emphasized the fact that it can be any proper name or any pronoun on the place of subject not only pronoun *you*. They wrote a couple of questions for their classmates for the sake of practicing but they were required to use proper names. Again there were examples of errors they made in the sentences, such as *Can you Armin dance?* The students were able to make questions for the second person singular, but they seemed to be confused when needed to use other pronouns or nouns in the sentence, which was not the case when they practice this activity orally after they had been taught through focus on meaning. At the end of the class, I told them to write three examples using the verb *can* in all forms, positive, negative and questions. The task was successfully done and they mostly used the second person in questions.

The next class was dedicated to the revision of the verbs *can, have got* and vocabulary with some amusing games. We played a game *Can you?* The learners were divided into two rival groups. Cards with different tasks were distributed to each group. Some of the cards said: write three colors, say family members that you have got, say four objects in the classroom with the article *a/an,* sing a song from the workbook, etc. Their task was to pick one card and pick a student from the other group and ask a question with a proper name e.g. *Can Lamija...?* and read what the card said. Each student had to perform his/her task correctly in order to gain a point. It was a really entertaining game and the learners enjoyed. They were correct making questions with *can* and the third person. After the activity was completed the learners were given worksheets containing questions, negative and affirmative sentences with *can*. We checked the answers together and it appeared that they did not make any particular errors. The questions were written correctly either with pronouns or proper names. They were ready to get a test.

Table 10

Results of the test for the modal verb can

Learners	Can
Learner 1	10
Learner 2	10
Learner 3	10
Learner 4	10
Learner 5	10
Learner 6	10
Learner 7	10
Learner 8	10
Learner 9	10
Learner 10	10
Learner 11	10
Learner 12	10
Learner 13	9
Learner 14	9
Learner 15	9
Average	9,8
Percentage	98%

In the first task in the test, all of the learners got a maximum score. The task was successful even the first time only with some errors in spelling. This time all of the learners wrote activity verbs correctly and wrote correct sentences for the given pictures. The second task required the use of negative sentences. Twelve students had a maximum number of points with the correctly written sentences. One pupil wrote *can not* in every sentence, the other pupil replaced activity verbs *sing* and *dance,* whereas the third one used positive form of the verb. Concerning the article given in the first sentence, it was a pleasant surprise to see that the majority of the learners N= (10) put the correct article in the remaining sentences as opposed to the first test where they put

the form *an* of the article for the animals given. Five students did not use the article at all. In the third task, learners were required to make questions for the pictures below. Not only did they use the right order of words, but some pupils N= (6) even used pronouns *he* or *she* instead of the pronoun *you*. They had the maximum number of points in this task as well. Their average grade was somewhat higher in a comparison to the first one, but as expected the tests with this verb were well done in both cases.

4.4.4 Verb *like*

Since the verb *like* in all three forms is more complex than the modal verb *can*, we were practicing this verb more than we did any other structure. I started a lesson by asking them to say what they like in English. I got different answers such as *I like ice-cream, I like my sister,* etc. Students knew the meaning of the verb *like* and were able to use it in the sentence. I asked them to draw one member of their family and to think about food, animals, things which that person likes. As they started answering my questions, such as *Who is that? What does your sister like?* I noticed that they used pronouns instead of, for example, my sister, but they never used ending – *s* for the third person. After this introduction, the learners were given instructions about the verb *like*. I wrote a couple of sentences on the board for different persons and stuck a paper –*s* for the third person. They were asked what they noticed and the –*s* was the obvious answer. It was explained that they needed to add an ending –*s* to the verb for persons *he, she* and *it,* while the other persons do not have it. I asked if they knew about the ending and they confirmed that they did not know, although I had stuck the letter when they were taught through *focus on meaning* approach. Two students said that they had encountered with the ending during their previous schooling. After the instructions for the affirmative sentence, the learners were given a written task. In the task, each of the learners needed to write down everything they like and then to switch their notebooks so that the other partner could write what his/her classmate likes. As I approached each learner I saw that, despite being given an explanation, to my surprise, the majority still omitted the ending. Although they used third person pronouns, it seemed not to be an adequate reminder. When the learners were told that they were wrong, they immediately knew what the error was and they acted as they simply had forgotten it. I distributed worksheets. The exercise contained sentences that started with a pronoun and with a picture by it. The learners had to use the verb *like* for the given persons and to write the name of the object by the picture.

In this activity, the learners were more correct in the use of ending –s for the third person. However, frequent errors that occurred on this occasion were ending –s for other persons apart from the third person. Only seven learners managed to write correct sentences, others were incorrect putting ending –s here and there. Again, I explicitly explained the errors and emphasized that persons other than the third do not have the ending. Next, we did an oral exercise. I wrote on the board things they had to talk about in their sentences using the verb *like,* talking about themselves and their sister/brother/best friend. The things that were listed were colors, animals, food, cartoons, and games. They had to start a sentence, e.g. *I like the blue color and my sister likes the pink color.* The learners were eagerly waiting to speak about themselves. During the oral activity, they never tended to use the ending when talking about the third person. The first time they were wrong they got corrective feedback and they would correct themselves showing confusion and thinking about what to say next, but as they continued talking they would omit ending again, so I tended not to correct them every single time fearing to diminish their motivation. In some instances, the learners used the ending when talking about themselves, but most of the time they did not use it at all. It seemed that despite being given instructions, the learners had difficulties using the ending. Our next class was aimed at the negative sentences with the verb *like*. I made an introductory speech telling them that we were going to deal with negative sentences. I asked them to tell me which color they do not like. A volunteer who raised her hand said the sentence correctly. She said, *„I don't like brown".* After that other learners raised their hands. What I always noticed when we started revising a particular structure was that the learners who had learned English before primary school were always the first ones to remember what was asked. Without explanation on the form, the learners were told to write a sentence to say what they do not like. I came across sentences such as **I not like cheese.* After this, they were required to write what one of their family members does not like, again without any explanation since I wanted to see if they could remember the right form. Unfortunately, none of the learners wrote a sentence correctly, meaning that they used *don't like* or *not like.* They were told that their sentences were not well written and they were given instructions on the form. The form for the third person was emphasized. I told that the third person is very specific and that apart from the ending-*s* it has different negative form. We wrote the negative form for all persons with some sentences as examples. Students corrected their errors and we started doing an activity. A couple of sentences were written on the board with blank space left for the learners to

stick the right form of the verb and with a sad or happy smiley by the sentences, to know which ones were positive and which ones were negative. The learners had to use paper stickers with inscriptions *don't like, doesn't like, like* and ending *–s* and stick them on the corresponding sentences. Volunteers were coming in front of the board. They knew where to put *don't like* and *doesn't like*, for the right persons. However, one sentence was the following *John like milk.* Since the verb *like* was already written in the sentence the learners did not know which sticker to use. There were attempts of putting *doesn't like* or *don't like*, and one pupil even tried to put *doesn't like* sticker along with a sticker with the ending-*s*. At that point, I pointed out that they can only put the ending in the positive sentence. After this reminder, one volunteer came in front of the board and put the sticker-*s* on the corresponding place. The learners were distributed worksheets with negative and positive sentences and the verb *like*. The sentences were simple, emphasizing the forms of the verb. As we checked their answers, it was evident that the learners knew when to use *don't like* or *doesn't like* while they were still struggling with the ending *–s*. They mostly omitted it even in this exercise. They were also insecure about which form to use with proper names. Some of the learners N= (5) used *don't like* with a proper name but *doesn't like* with the third person pronoun but even greater number N= (9) used *doesn't like* in a sentence with two proper names. Other than these errors, the learners were correct using the right form with a certain pronoun.

Next time, we were revising question forms with *like*. We started a class with a warm-up activity. I made some false statements about the learners and they had to correct me. For example, I would say *Sajra has got pink hair or Ema doesn't like pizza or Harun can drive a car, etc.* and then volunteers had to correct me. The same error happened here, the omission of the ending *–s* but they used *has got* form for the third person. After the warm-up activity we listen to short songs on YouTube starting with a question *Do you like..?* The songs went like this *Do you spaghetti? Yes, I do. Do you like yogurt? Yes, I do. Do you like spaghetti yogurt? No, I don't.* We sang the songs together and then a volunteer was picked to pose the question for other students which they had to answer, just like in the songs. We wrote some questions on the board for the second person, in fact, we never practiced question form for the third person neither during the teaching focusing on meaning nor focusing on form. The student's book or curriculum did not require that, so I did not insist. We read a short dialogue from the student's book and the learners did a role play. The roles were distributed according to the dialogue they had read. They

practiced negative and question form for the first and second person. Afterwards the learners were given worksheets with all sentence forms and the verb *like*. Once again they never used ending *–s* in the positive sentences apart from three students who did. I tended to remind them of the ending *–s* every time they would omit it in the exercise, doing it after the exercise had been finished and after we had gone through their answers. They were all able to make questions with the second person, but it was surprising to see that some learners N= (6) used *don't like* for the third person. Despite the instructions on forms the learners still had difficulties using them in the right way. One more time we revised the verb *like* in positive, negative and question form with an emphasis on the ending as well as on the negative form *doesn't like*. The learners were told that the next time they were going to do a test.

Table 11

Results of the test for the verb like for the 1st and 3rd person singular

Learners	Verb like: 1st person	Verb like: 3rd person
Learner 1	5	5
Learner 2	5	5
Learner 3	5	5
Learner 4	5	5
Learner 5	5	5
Learner 6	5	4
Learner 7	5	4
Learner 8	5	4
Learner 9	5	4
Learner 10	5	4
Learner 11	5	4
Learner 12	5	4
Learner13	5	4
Learner 14	5	4
Learner 15	5	4
Average	5	4,3
Percentage	100%	86.66%

The test with the verb *like* consisted of two parts. The first part of the test was dedicated to the first and the second person. If we compare the first part of the test with one completed during the second research phase we can see that there was a minor difference in the percentages of the results taking into account that their average grade was for one grade higher. This part of the test was done well after the previous phase and it was done excellently after this phase. In fact, all of the learners had a maximum number of points. There were no errors in forming negative or question forms. The learners showed a great knowledge of the food vocabulary, there were not even spelling errors. The second part of the test was somewhat badly done but the learners got much better results in comparison to the first test with the third person when the average grade was 2,86. In the first task, the learners needed to write two positive and two negative sentences for the third person. Only five learners put the ending *–s* for *he* and *she* pronoun, others omitted it. Furthermore, ten learners used the correct negative form for the third person, others used *don't like* form. Again the vocabulary part was excellent, including spelling. The second task was done without any errors. The pupils provided the right words for the blank space.

4.4.5 Have got; can

As the seventh unit from the student's book dealt with two verbs we had done before; *have got* and *can*, I decided to make them used these two verbs along with verb *like* and to make sentences. We started our class with a warm-up activity. I made some false statements letting them correct me. I would point at one learner saying e.g. „*You have got green hair or You can walk on your hands*" the learner shook his/her head and they were required to correct me, after what the learner made correct sentences. Before any previous explanation on the forms, the students were given a written assignment in which they could use the mentioned verbs. I wanted to see how they were capable of using them in the sentences, not just making meaningful sentences, but also using the right form. Students were really interested in the assignment and I encouraged them by saying that they were already capable of writing stories in English. I showed them two pictures of some people running, dancing and eating. We gave them names and their task was to write sentences describing each person, first his/her appearance and then what they can do or what they like and do not like. I told them when writing about likes and dislikes they could pretend to know that person and what he/she likes. They got 15 minutes to accomplish the task and to write everything they wanted about the people from the photos. It was nice seeing

them engaged in the activity. As they were finishing one by one I approached each student to check his/her assignment. I was astonished by the number of sentences they wrote. Of course, not all of them were correct. I came across errors such as use of the indefinite article in form of plurals or verbs e.g. *He can a run*, *She has got a green eyes*, but also *He has got an big ears*, omission of the ending –s, which was the most frequent error, the use of the verb form *have got* instead of *has got* N= (4), and errors such as using both verbs in the same sentence such as *She has got can dance*. It was a bit surprising to see both verbs used in one sentence, which had never happened before. The learners were clearly preoccupied with the form, so their effort to use the article or verbs was rather incorrect. However, I was glad to see that the majority of the students used *has got* for the third person what indicated that instructions had some positive effect. Though the majority were correct *has got* form was pointed out one more time along with negative form since the students rarely used it. The learners did not have incorrect sentences with the modal verb, either positive or negative. It appeared that they avoided using negative sentences with the verb *like* as well. Only two students used negative sentence with the verb *like* for the third person, and both were correct. After the assignment had been completed we went through some of the important points which they clearly forgot. We again emphasized the ending –s, third-person form of the verb *have got* and revised the indefinite article with an emphasis on plural forms. I tried to let them see what they had done wrong, after what they corrected the errors. They always acted in the same way, hitting their heads with their palms and telling that they forgot the ending or the third person form. The learners were also required to write a couple of negative sentences about the people from the pictures. I came across errors e.g. *He don't like apples* or *He haven't long hair*, or *She hasn't beard*. Although they were mostly correct in the positive sentences with the verb *have got* for the third person, in the negative sentences the majority used *have got* for the third person. We revised rules for making negative sentences one more time.

Next time we read short texts from their student's book about people describing their family members. Our focus was on practicing questions with the verbs *have got* for the second person and the verb *can*. First we revised making questions with the verbs on several examples, and afterwards they were introduced to the questions with the question word *how many*. We established questions such as *How many brothers/sisters/grandfathers have you got?* The learners were engaged in pair work and were told to write a couple of questions for their

classmates related to their family and with the verbs *can* and *have got.* They were told to write questions on a sheet of paper not looking into their notebooks. After the questions were written down the learners were required to read the questions and their partner had to answer them. The questions with the *have got* were correct, except when they used the question word. The majority of the learners did not use the plural in the questions e.g.*How many brother/sister have you got? or *How many sisters you got? *How many you have got sisters?* The questions with the verb can were correct but only for the second person, while there were some errors in questions dedicated to classmates' family members e.g. *Can you brother swim?* or questions such as *Can sister dance?*

Next time we practiced questions with *how many.* The learners took some objects and others asked questions. Firstly, they had to guess what the learners took asking a question e.g. *Have you got a book?* If their guesses were right, they would ask *How many books have you got?* They were told to write some of the questions they had asked. There were still errors with the questions starting with *how many* e.g. *How many sisters you have got or *How many you have got brothers?* We clarify the form and proceeded to write the test.

Table 12

Results of the test for the verb have got/has got and the verb can

Learner	Have got/has got and verb can
Learner 1	10
Learner 2	10
Learner 3	10
Learner 4	10
Learner 5	10
Learner 6	10
Learner 7	10
Learner 8	10
Learner 9	10
Learner 10	10
Learner 11	9

Learner 12	9
Learner 13	9
Learner 14	9
Learner 15	9
Average	9,6
Percentage	96.66%

The first task of the test required the learners to find the family word which they did successfully. All of the pupils had a maximum score. In the second task, they had to write a short text below each picture, describing the people. I was glad to see that they wrote even more sentences than they had written the first time. The space provided for the text was even crossed. The sentences with the verb *can* and activity verbs were all correct. It was very surprising that the learners used *has got* form for the third person. In fact, all of the learners were correct. This was the first time some of them did not use *have got* for the third person. When we compare it to the results from the first test where none of the learners used *has got* form, we can say that this was a great improvement and that instructions finally had positive effect. The learners got a maximum score in this task as well. In the last task, they were given four questions which we had practiced before the test. Some of the students N= (6) gave brief answers e.g. *Yes, I have/ No, I haven't.* The errors that occurred here were **No, I have* which two students wrote. Others answered with full sentences probably because they were told to write the full sentences with the questions starting with *how many* not just numbers. The errors that occurred on this occasion were * *I have not sister/brother* N= (3). All the positive answers were correct including those given for the question *How many sisters/brothers have you got?* After all, I was over the moon to see such good results of the test, far better than the first ones when the average grade was 7, 2.

4.4.6 What are you wearing?

At the beginning of the class, we did a warm-up activity. I showed them flashcards with clothes and we revised vocabulary related to clothes. We wrote words on the board with the translation. After the warm-up activity, I asked a question *What are you wearing today*? One volunteer started answering a question by listing the pieces of clothing he was wearing. I interrupted and

started a sentence like the following *I am wearing...*The volunteer repeated after me and continued listing the clothes. I asked other learners the same question and the next volunteer started a sentence **I wearing...* The others made the same error omitting the copula. After this introduction, we proceeded to the instructions on the form. I explained that they omitted an important part in their sentences and wrote an example on the board. The learners were not given a speech about the verb *to be* or present continuous, simply the verb *to be* was emphasized as an integral part of the sentence. After I wrote a sentence about what I was wearing, the learners were asked to do the same in their notebooks. Their answers were correct, with the use of copula this time. Next, the learners were shown some pictures of different characters wearing different clothes in different colors. I asked them to orally describe what each character is wearing without giving them hints for the third person. One learner started the answer with *I am wearing...* I interrupted saying that we were talking about characters in the pictures, so their sentences should start with *he* or *she* pronoun. At that moment the learner got confused not knowing how to make a sentence with this structure and the third person. The volunteer who raised her hand uttered the answer **He wearing...* they were also told that something was missing in the sentence and the right sentence was written on the board with the emphasized verb *to be*. We continue writing this structure for each person with the red colored verb *to be* in each sentence. Their task was to describe what one of their classmates was wearing and let others guess who that was. They were really unsecure when forming the sentences which took more time since they had to think about them. They had to write down the sentences. The sentences they wrote were mostly correct, with the use of copula and right pronoun, although there were learners N= (3) who omitted the copula even that time. I showed them some magazine photos and started describing what the people in the photos were wearing deliberately making false sentences and eliciting a correct version. When they had to correct me the pupils showed hesitation to utter the sentence and they would omit the copula most of the time. Their oral production was reduced to the minimum. They appeared to avoid using full sentences and they would rather say a correct piece of clothing and color.

Next time, we dedicated our class to the revision of the structure *I am wearing/he/she is wearing* along with the question for the second person. I asked *What are you wearing today?* and wrote the question on the board. I picked a boy and asked the learners *What is he wearing today?* and did the same with a girl and wrote the questions. Learners' answers were mostly without the verb

to be, which I tended to emphasize every time. They got a task to draw a boy or girl, dressing them in any clothes they wanted and coloring them in. Then they had to switch seats with someone from the classroom and sit with a classmate they usually do not sit with, the one who could not see their drawing. A classmate asked a question related to the drawing *what is he/she wearing?* The pupils take turns to read their answers which their partner had to write down and later on draw and color so that the drawing should have been the same as their partner's. It was interesting for them to see that drawing were the same compared to their partner's. However, the sentences they wrote were not always correct. The problem again was the omission of the copula. In some cases a student who read his/her caption omitted a copula, but the other student who wrote the sentences wrote them correctly. It appeared that in the case of this structure instructions had very little effect. At the end of the class, I pointed out their errors which they corrected. As a part of the preparation for the test, the learners were distributed worksheets with *I am wearing* structure for which the sentences were given in different persons with a space provided to write a corresponding piece of clothing. The vocabulary part was great but their error was mostly the omission of the copula. Only six students wrote all of the sentences correctly. Some of the learners wrote the copula in a sentence with the first person, but not in sentences with other persons. Despite given instructions, some of the learners did not show an accurate use of the structure. One more time they were provided with an explanation for their errors. They were given a test.

Table 13

Results of the test for the construction He/she is wearing/I am wearing

Learners	He/she is wearing I am wearing
Learner 1	10
Learner 2	10
Learner 3	10
Learner 4	10
Learner 5	10
Learner 6	10
Learner 7	10

Learner 8	10
Learner 9	10
Learner 10	10
Learner 11	9
Learner 12	8
Learner 13	8
Learner 14	8
Learner 15	8
Average	9,4
Percentage	94 %

In the first task of the test, which was related to the clothes vocabulary, the pupils won a maximum score. One more time they showed a great knowledge of vocabulary, taking spelling into account. In the second task related to the third person, the learners performed a great deal better than on the first test where all of them omitted the copula. To my surprise, although the number of points in the second task was higher than in the first test, some of the learners N= (5) omitted the copula. In the last task, the learners had to use the structure with the first person. The same error repeated. Namely, four students omitted the copula. The overall percentage of the results was definitely higher than the percentage of the first test and much more satisfying. Nevertheless, despite instructions, revision and the exercise, the minority of the learners omitted the copula, proving that instructions were effective but nor for all learners. This means that some learners rarely benefit from the instructions what traces back to the learner's style of learning and kind of learners they are.

Upon the completion of this research phase, the learners were given a bit more challenging task where they were required to use all grammar structures/verbs done so far and to write something about themselves, using positive and negative sentences. I read a short text that I wrote about myself where I described my appearance, talked about what I like or dislike, what I can and cannot do and what I was wearing that day, and encouraged them to do the same. I was really amazed by seeing how well they did this task. Each of the students wrote approximately five sentences using all the verbs we had done so far in the first person. Generally speaking, they

showed a great understanding of all structures and showed the ability to use most of them correctly. Taking into regard the fact that the learners wrote only in the first person, the use of the verbs was accurate. The most common errors that occurred were the omission of the verb *to be* in construction *I am wearing*. It seemed that all students acquired *have got* for the first person, the modal verb *can* and positive and negative form of the verb *like*. Most of the pupils used negative forms of the verb *like,* since we used it as often as the positive form when talking about likes and dislikes, but there were only a few negative sentences with verbs *can* and *have got*. After they complete a text about themselves, they got a task to do the same but this time to write sentences about their classmates. I told them to be careful when writing sentences in the third person. The errors were examined after they finished the task. In fact, the learners never used third person marker *–s* and some of the students N= (7) omitted verb *to be* in the sentences *he/she is wearing*, but surprisingly the majority N= (11) used form *has got* for the third person as well as *doesn't like* N= (8). The learners showed awareness and correctness thanks to instructions they got, what after all, was the main goal after teaching using focus on form approach. Although instructions proved to be effective, they did not have the same impact on all the learners equally and sometimes the additional instructions in the mother tongue confused them.

4.5 Phase 5: Comparison of teaching focusing on meaning and focusing on form

To sum up, all that has been said so far, this phase deals with some of the major differences noticed during the two phases of the research (focus on meaning and focus on form).

Taking into account accuracy of learners' written production, as demonstrated by the graph, teaching using *focus on form* approach gave a better percentage of the overall results of the tests in comparison to the percentage of the test results obtained after teaching using *focus on meaning*.
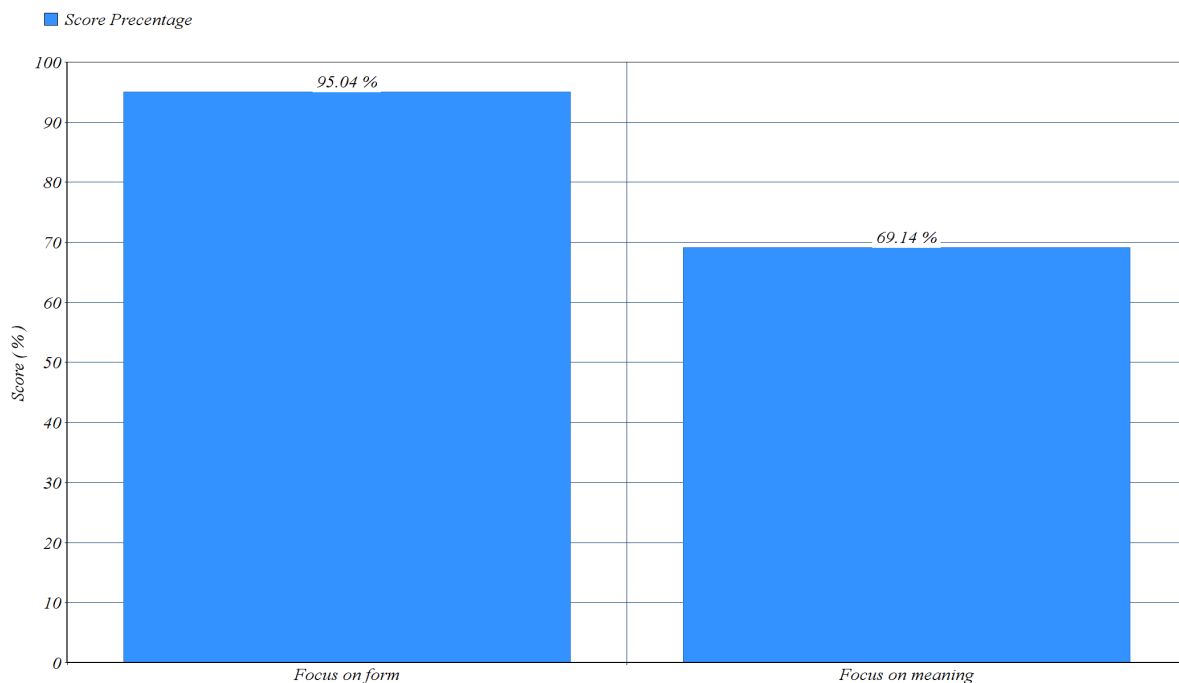
Figure 2. Comparison of percentages of test results obtained from teaching using *focus on meaning* and *focus on form* approach

Teaching through focus on form contributed to the correctness and awareness of different verb forms what was best seen on an example of *have got*, after whose instructions the learners started using it in a correct way, especially in the written form, just like they did in the test. In general,

this did not mean that the learners were correct every single time after being taught using *focus on form* approach, what highlights the fact that instructions do not necessarily guarantee ultimate accuracy, or at least not for every structure taught or every learner. Even instructions cannot be helpful in some cases. To support this notion I want to emphasize the fact that learners used the correct form of the indefinite article, although they were not always right when used the article. In some cases there were instances of an overgeneralization, meaning that they tended to use the article in front of plurals, uncountable nouns, verbs or adjectives. Nevertheless, articles are beyond their grammatical development and should not be considered as a matter of concern at this point. Moreover, not all students benefited from instructions equally. This was mostly portrayed after the instructions for *I am wearing* were given. Some students showed correctness, while others never tended to use the copula no matter how many times they were corrected. Here we have an example of negative transfer, where the verb *to be* does not exist in the similar sentence in their native language, and besides this, the sentences *I am wearing* and *I wearing* does not represent difference to young learners since they were not familiar with Present Continuous. To sum up, judging by the percentages of the test results, it can be said that the *focus on form* approach *i*ndeed promotes accuracy in most cases. However, the same could not be said for the acquisition of the third person marker –*s* because some structures are difficult to process which has much to do with the order of acquisition and children's grammatical development. In fact, the learners almost never used the marker –*s* neither after being taught through focus on meaning nor on form. Even though their attention was drawn to the marker -*s*, many students did not use it in the test and certainly not in oral production. In several cases, they even showed the occurrence of overgeneralization adding the marker for the first person or in the negative sentence for the third person. It is important to mention that the marker was added to the first person in the phase *focus on meaning* during the oral activity, when the learners were only mechanically repeating the sentences for the third person not aware of the ending –*s,* and as a results they would produce **I likes* sentence, while the marker appeared in the negative sentence in the *focus on form* phase*,* what indicated that the learners were aware of it and aware that it corresponds to the third person, but not aware of the fact that it does never correlates with a negative sentence. This is another thing worth mentioning in relation to *focus on form* teaching. Although it may appear that teaching by giving instructions is a straightforward way where we expect learners to immediately acquire language and rules without any uncertainties, it is proven

to be a very difficult path regardless of however great results we might get on the test. Namely, teaching through focus on form is all but a simpler way, because it always opens another issue waiting to be resolved. This is what happened when a learner used the marker- *s* in the negative sentence. Even though teachers think that some rules should not be mentioned to young learners, it does not mean they would not appear in learners' interlanguage. Similar happened when they wrote sentences with the prepositions of place where a certain number of the learners omitted the verb *to be*, which needed the additional explanation or explanation for the use of the verb *to be* instead of the verb *have got* or when they used the indefinite article with plural and uncountable nouns. This poses an additional question: If we want the learners to make correct sentences with correct use of the target structure how can we tolerate other errors that were not even part of our plan? If sentences e.g. *A spider on the table* or *I have got a sisters* are to be considered correct as long as the preposition or right form of the article is concerned then we are definitely doing a contradictory thing.

Taking into account learners' oral production, the first noticeable changes were hesitation as well as confusion in learners' oral production throughout the *focus on form* phase. After the learners' attention was drawn to different verb forms they were more careful when making sentences in oral production, and they showed uncertainty. They were aware of the different forms so they needed much more time to think about the sentence, which would usually make them confused. Their sentences were more correct, though not always, and much more reduced to the minimum as if their ability to express themselves was limited. As Harley (2001) states that learners' utterances become shorter as they move from learning by rote to using syntactic rules. On the other hand, their oral production in the *focus on meaning* phase was more fluent, with the greater intrinsic motivation to speak, to express their thoughts not bothered by how they did it. Nevertheless, their oral production just like the written one was poor concerning the accuracy in *focus on meaning* phase. In this phase, learners were able to make correct use of the third person form only that very time when the third person form was the only one used. Every time they had to mix different persons in the activity, usually the first person form was the one that was repeated, but they also did not make any effort to utter the correct sentence nor to question the existence of different form nor to pay attention to my corrective feedback. What I want to point out regarding *focus on meaning* part of the research is the fact that learners were indeed able to understand verbs/structures, more importantly they were able to use them in a context and apply

them in their own examples, but what they were not able to do was to use them correctly. Generally speaking, it seems that learners are able to use any verb form in the first person without provided instructions, or so to say, to use the very first form they are taught as long as they understand the meaning of it, because after all, that is the only thing needed for mutual understanding and conveying what is to be said- the meaning. It appears that learners were satisfied with their language production as long as they could produce the sentences and understand each other not questioning what was right. Another fact worth mentioning was that some verbs/structures were easily acquired along with the ability to use them accurately even after teaching using *focus on meaning* approach. Such were modal verb *can,* plural marker *-s* or prepositions of place which did not need additional instructions. This is a concept of implicit learning where students are able to apply grammatical rules not being aware of them. However, implicit learning according to Krashen's view can only be applied to simple rules, whereas complex rules require explicit knowledge- knowledge about the rules (as cited in Ellis, 1997). One example of the complex rules was indefinite article *a/an* which was difficult to teach without giving an explanation for it. Although not suitable for their age or regardless of it, articles are difficult to acquire without meaningful explanation. That was proven by the test the learners did after both phases of the research (focus on form and focus on meaning) when the learners showed that they were able to use the form of the article accurately after they had been given an explanation whereas the contrary happened after the article was taught through focus on meaning. Furthermore, to go into a deeper matter of discussion, I noticed that during the brainstormed activities when students were taught through focus on meaning students' attention was on meaning only. Several situations indicate that. First, when students were talking about food what he/she likes or does not like, they were focused on food only, not paying attention to the third person form and even though I corrected them and led them towards the right use of the form, they appeared as if not noticing that they were corrected. Similar happened when they talked about their family when students were more focused on what they were going to say about them than on form or when they talked about the clothes they were wearing. I used to give them corrective feedback without any explanations just raising my intonation, emphasizing the form or implicitly showing that they were incorrect, but they seem not to be aware of the different forms because their attention was not consciously drawn to the form, so they repeated what I said mechanically. Here we can say that the theory of Noticing Hypothesis can be applied. According

to Schmidt's (1995) *Noticing Hypothesis* students need to first notice language forms in order to acquire them. On the other side, although after teaching through focus on form the learners showed the correctness of the certain forms for third person singular in the written form, in some instances I noticed that students were too much preoccupied with the form that they made errors of comprehension rather than grammatical errors. This implies that they were not able to construct meaning. It happened when they had to use verbs *have got* and *can*, some students used both verbs in the same sentence, or some students used *have got* and *to be* in the same sentences when the difference between the verbs was tended to be explained. Similar errors never appeared in oral production especially not after being taught using *focus on meaning* approach. Furthermore, another confusion that appeared during the *focus on form* phase was when we dealt with the modal verb *can*. In the *focus on meaning* phase, the learners did not have any difficulties using this verb in all persons and sentence forms, whereas in *focus on form* phase they made errors while using it in questions. It appeared that my instructions on how to make a question with the verb *can* and other pronouns or names additionally confused them what indicates that instructions, although in some cases beneficial, can also lead to the confusion. In fact, the straightforward instructions did not confuse them, e.g. instructions for *have got,* the learners only needed some time to get used to the different forms and to start using it in the right way. What confused them were instructions on errors that appeared in their interlanguage and what to them was logical to use. For example, it was logical to them to make a question starting with *Can you..?* and then add a proper name, because the question for the second person was used most of the time during the *focus on meaning* phase and the learners got accustomed to this pattern of making questions.

It seems that teaching grammar to young learners is a double-edged sword. You can get too much by drawing their attention to form, but at the same time, you can lose their ability to speak fluently. Little is needed to make young learners acquire language, teaching them through focus on meaning and engaging them in different activities where they are actually able to use the target structures, without finding yourself in a situation where your instructions need additional instructions which only end up confusing the learners. In addition, the process of acquisition in *focus on meaning* phase is easier because the learners are not bothered by dull explanations and instructions instead they are engaged in amusing activities where their willingness to speak is expressive to the great extent regardless of inaccurate use of it. We have to ask themselves if that

is the only goal in the classroom we should be satisfied with- have learners speak not bothering them about what is correct, or we can allow ourselves to cross the line and provide them with instructions now and then.

5. Conclusion

This conclusion will start with the *focus on meaning* approach which has been widely recommended by numerous scholars making it a preferable approach of today's teaching practice.

First of all, no matter which approach we use in teaching young learners it should be implemented through play, various brainstormed activities, and games. Focus on meaning approach is the first choice in teaching young learners because it is the closest to the natural process of language acquisition which enables learners to pick up different verbs/structures, to construct the whole meaning of a sentence. One of the greatest factors this approach is driven by is intrinsic motivation. Since learners are not bothered by boring explanations, it makes an amusing way of language learning where the learners are not even aware that language learning is taking place, instead, it is all part of a game for them. When teachers engage learners in amusing activities with the purpose to use the language and target structures, what they get in return is their engagement and willingness to speak in order to participate in the activity. It is amazing how young learners respond to each activity done in the classroom, how they embrace it as if it was not something strange or new to them. They naturally flow with it because „children are good meaningful acquirers of language who associate sounds words, structures, and discourse elements with what is important for their daily quest for knowledge"(Brown, 2000, p.57). However, language acquisition through interaction and exposure to the language is a long developmental process that triggers numerous errors of production as a normal part of language acquisition what indicates that although this approach promotes fluency, it does not promote accuracy, at least not in a short run. Young learners do not have problems acquiring structures/verbs, they have a problem acquiring different forms. Using *focus on meaning* approach in isolation takes more time for learners to start using different forms in a correct way without a given explanation. This is where the theories get confronted with what actually happens in the classroom because one factor needed for the acquisition of different forms to take place is- time which has been missing in the regular classes. Due to the lack of time in regular

schools, learners do not get opportunities to obtain extensive input and rarely do they obtain it outside the classroom. Apart from that, errors which appear in the learners' output need treatment in order for the accuracy to be a part of the acquisition process. If we are going to treat the production errors just by providing implicit corrective feedback for a short time we have available, we need to know that corrective feedback without any instructions on form is a little effective. The effectiveness of the corrective feedback is diminished because learners are not aware that they are corrected or why they are corrected, what is very likely to happen. So, in order to make the learners aware of their errors, apart from the corrective feedback, teachers should provide instructions on form. The most important thing to have in mind when teaching young learners is that they should never be given explicit instructions. In this case, term instructions on form can be replaced by the term awareness. Although young learners are not supposed to be given explicit instructions, it does not mean that they should not be aware of different forms. Implicit instructions on form would be a justifiable as long as they are given to make learners aware of different forms without too much insisting on the accuracy taking into account the learners' age. Nevertheless, teachers should not be misled by thinking that *focus on form* approach will result in immediate accuracy what takes in consideration several reasons which are to be considered. Firstly, some late acquired structures are more difficult to acquire than others and learners are not ready to acquire them taking into regard the early stage of grammatical development, the natural sequence of acquisition and the type of learners. Secondly, language learning is a gradual process that requires constant revision, appearance of target structures in the input, output with attention to accuracy. Even with the provided instructions on the form the learners will not be accurate every single time, but instructions will help speed up the acquisition process which will lead to correct use of target structures. Additionally, instructions and feedback will help learners to succeed better through their interlanguage stages. On the other side, *focus on form* approach, although helpful in acquisition process, can reduce learners' fluency to the minimum leading the learners' intrinsic motivation to transits into extrinsic because of the need to be correct and to perform well on the test. The learners' preoccupation with the form blocks their pathway to fluency because the tendency to be correct in the oral production just confuses them leaving them insecure about whether they did it right. That is why it is important not to insist too much on accuracy. In fact, when dealing with young learners we have to do everything moderately from giving instructions or feedback, correcting

them to demanding accuracy. Unfortunately, due to a lack of time and curriculum demands teachers choose a shorter and more secure path- rote learning which stresses accuracy because it contributes to a much better overall and individual results on the test. That is a result of being misled by the reward-driven theory of learning which will in the short run satisfy learners, parents and teacher's needs often forgetting that the final goal should be communicative competence which does not stress only accuracy and great results on the test but along that also fluency, language use and importance of applying classroom learning into real-life situations. So, in order to achieve communicative competence, we do not necessarily need to separate these two approaches, instead we can combine them, taking the advantage of both, what in the long run will result in fluency and eventually in accuracy putting into focus a fun and creative way of language learning instead of tedious process of rote learning.

5.1 Recommendations

This paper gives recommendations that can be helpful for teachers or future teachers who deal with EFL young learners.

Teaching English to young learners should be fun, exciting experience which includes games, creative and meaningful activities along with the suitable materials and prompts. Activities brainstormed by a teacher should not only be interesting but also meaningful. Being engaged in different kinds of activities makes the learners active participants of the learning process which is the first step towards language acquisition. In order for the learners to feel like active participants, a teacher should take care to create a supportive and enjoyable learning environment where communicative teaching can freely take place. Apart from providing comprehensible input, a teacher should not neglect grammar with the learners older than seven, but also should not emphasize it. It is important to reconsider the fact that is not about grammar itself, but rather about the ways it has been taught. So, if a teacher finds a way to fully engage learners in learning grammar, learning can become more enjoyable and motivating, thus developing a positive attitude of learners towards the learning process. *Focus on meaning* approach is an imperative in teaching young learners but awareness of different forms should be also a part of communicative teaching. Attention to different forms can be drawn in amusing, creative way, not necessarily through the traditional way of giving instructions and certainly not explicitly. For instance, drawings, colors, animations, toys can be used to teach structures/verbs or different forms. Since

grammar structures in the third grade are not demanding teachers can demonstrate certain verbs/structures instead of making it an abstract notion. For example, when teaching *have got* a teacher can draw herself/himself telling the learners to do the same. By doing so, the teacher introduces *have got* for the first person using examples and making some sentences. After that, the teacher draws a girl or a boy telling the pupils that for a boy or girl we need to have another form and thus the teacher introduces *has got* form. After the introduction of different forms, the teacher and the learners should proceed to exercise different forms in a communicative way through numerous amusing activities which the learners will enjoy while trying to make the right use of different forms. While engaging the learners in the activities the teacher should provide negative not only positive feedback, so that the learners know what is correct or incorrect. The teacher should be careful when giving the corrective feedback what requires a dose of sensibility in order not to demotivate the learners. Teachers should not be running away from grammar, but instead should use their creativity to present it in the best possible way which implies strategic planning and a good will. In the end, one important thing teachers usually neglect is to share experiences and ideas with other teachers because that is what helps us widen our views and go beyond what we consider the best teaching practice.

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Appendix A- Bosnian version of the questionnaire

➢ Ime Vašeg djeteta _____

➢ Dob _____

➢ Maternji jezik _____

➢ Koliko godina Vaše dijete uči engleski jezik? _____

➢ Da li je on/ona pohađao/la časove engleskog jezika prije osnovne škole?

- Da

- Ne

➢ Gdje je Vaše dijete pohađalo časove engleskog prije osnovne škole? Molim Vas zaokružite

jednu od ponuđenih opcija.

- Vrtić

- Predškolska ustanova

- Privatna škola stranih jezika (Helen Doron ili druge, molim Vas navedite)

  _____

- Privatno podučavanje kod kuće sa nastavnikom engleskog jezika

- Drugo: _____

➢ Koliko dugo? (godine)_____

➢ Da li je Vaše dijete ikada boravilo u zemljama engleskog govornog područija (Velika

Britanija, Kanada, SAD, Australija, itd.)?   Da   Ne

➢ Ako da, koliko dugo je on/ona boravio/la tamo? _____

Appendix B - Pretest

Write the numbers next to the pictures:

1. shoes   2. bookcase   3. cake   4. ruler   5. chair   6. one   7. skirt   8. foot   9. car   10. train

1. ice cream   2. dinosaur   3. baby   4. red   5. skateboard   6. skirt   7. plane   8. train   9. table   10. green

1. I don't like chocolate.   2. The ball is under the chair.   3. She has got long hair.   4. She can ski.   5. She has got short hair.
6. She can swim.   7. I like chocolate.   8. The ball is on the chair.

1. pen   2. yellow   3. boy   4. arm   5. dog   6. blue   7. woman   8. children   9. mouse   10. drum

1. banana   2. man   3. eleven   4. eight   5. train   6. cupboard   7. cat   8. plane   9. twenty   10. mushroom

1. He can play the guitar.   2. The book is under the bed.   3. He has got long hair.   4. He can ride a bike.   5. He has got short hair.
6. The book is on the bed.   7. I like apples.   8. I don't like apples

Appendix C - Posttests   **Test 1 Have got**

1. Read and draw

I've got twobig eyes.
I haven't got a small mouth.
I've got two teeth.
I've got a big
nose. I've got
lots of hair.
I've gotfour ears.
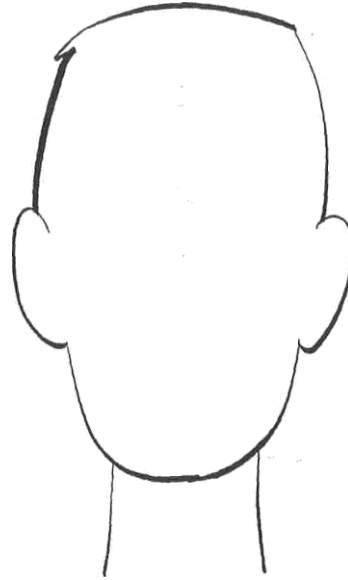
2. What have you got? Write.

I……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

3. What is it? Write

a.--------------------   b.--------------------   c. -----------------   d.----------------

Test 2 Has got

NAME: ....   CLASS: ....

1 Read, match and draw.

| 1 short legs | 2 a long body | 3 a big head | 4 small feet |

a   b   c   d
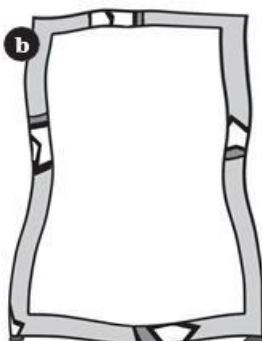
2 Find the differences and write.
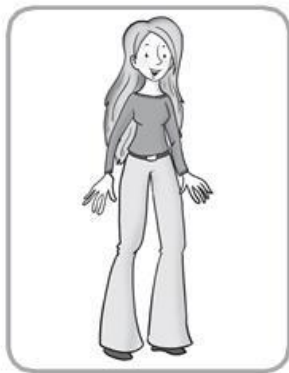
1 (legs)   ....

2 (hair)   ....

3 (hands)   ....

4 (feet)   ....

3 Write *he* or *she*.

1 .... hasn't got long hair.   2 .... hasn't got short legs.

3 .... hasn't got big feet.   4 .... hasn't got small hands.

Test 3 Prepositions

NAME: .... CLASS: ....

1 Write and match.

❶ ....

❷ ....

a ....

b ....

❸ ....

❹ ....

c ....

d ....
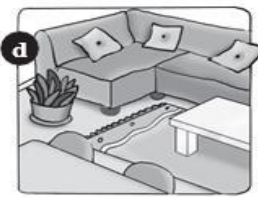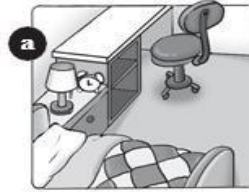
2 Listen and draw.
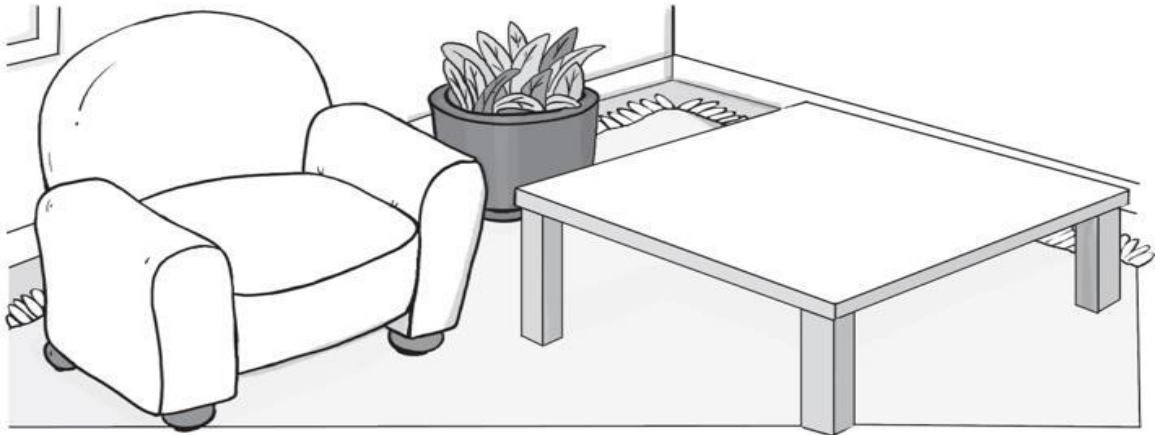
3 Write the answers.

1 Where's the spider? ....

2 Where's the box? ....

3 Where's the ring? ....

Test 4 modal verb Can

NAME: ....   CLASS: ....

1 **Order the words, match and write.**

nur	
:---:	
....	

bclim
....

lfy
....

iwsm
....
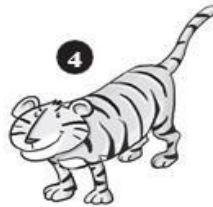
1   A monkey ....

2   ....

3   ....

4   ....

2 **What's wrong? Look and write.**

1   An elephant ....

2   ....

3   ....

4   ....

3 **Write the questions.**

....
...............................?

Yes, I can.

....
...............................?

No, I can't.

Test 5 Verb like for the first and third person

NAME: ....   CLASS: ....

1. What do you like? Write ✓ or ✗.
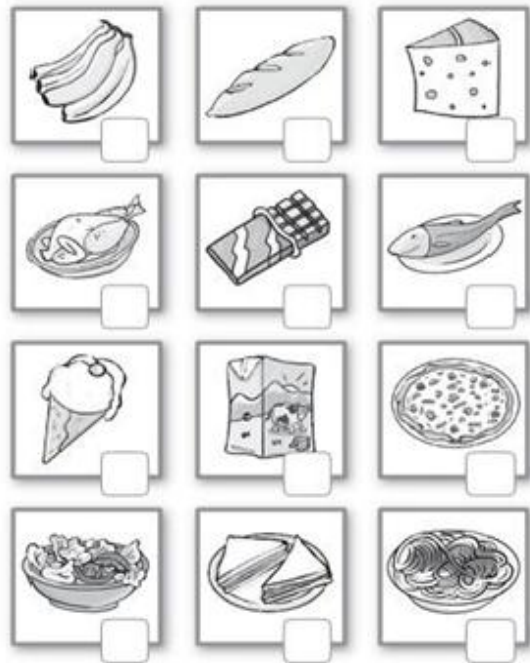
2. Write sentences about what you like and don't like.

✓	✗
....	....
....	....
....	....

3. Write the questions.

fish do like you ?

....

① No, I don't.

② do chicken like you?

....

Yes, I do.
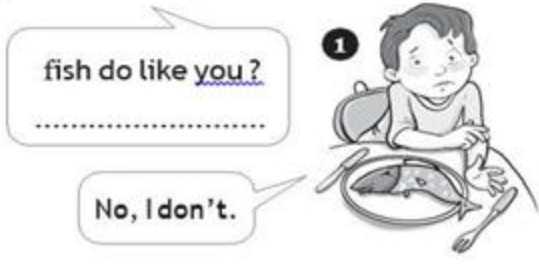
② Write sentences about the boy and the girl
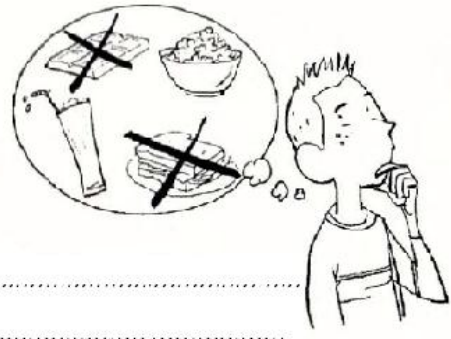
a. He ....

b. ....

c. ....

d. ....

e. She ....

f. ....

g. ....

h. ....

5. Complete the sentences

bananas

ice

you

and

a. Do you like bread ....cheese?

b. Do you like................................?

c. Do you like ....cream?

Test 6 Modal verb can and verb have got

NAME: ....   CLASS: ....

1 Circle six family words.

mumbrotherchickensistergrannydadtigergrandadbear

2 Read and write the letters.

| a | b | c | d |

1 This is my mum.

2 This is my dad.

3 This is my mum.

4 This is my dad.

3 Answer the questions.

Have you got a sister? ....

How many sisters have you got? ....

Have you got a brother? ....

How many brothers have you got? ....

Test 7 What is he/she wearing

NAME: .... CLASS: ....

1 Read, write and colour.

My [toosb] .... are green.
My [nejas] .... are blue.
My [crafs] .... is yellow.
My [tishr] .... is orange.
My [toshrs] .... are red.

2 Read and find.

a

b

c

d

1 She

....

2 She

....
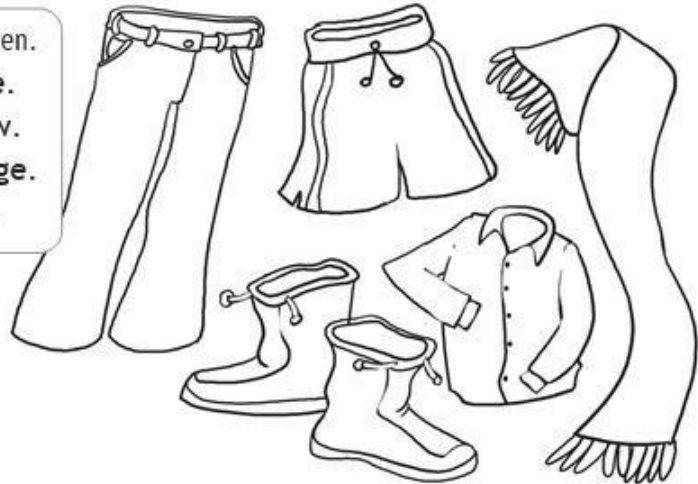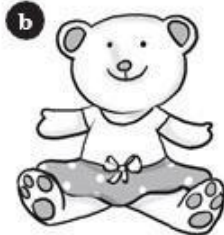
3 He

....
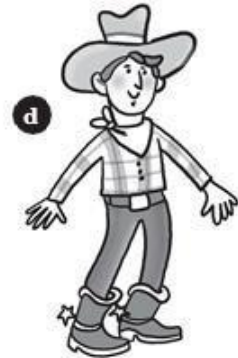
4 He

....

3 What are you wearing today? Write.

I ....

....