APPLYING CONSCIOUSNESS RAISING TASKS IN TEACHING GRAMMAR TO EFL STUDENTS IN INDONESIA

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Pls answer in the chat box

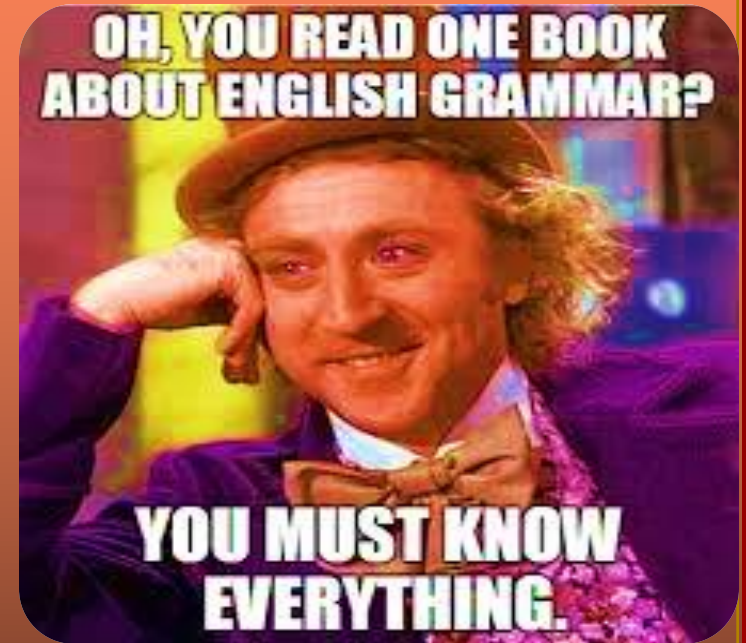- Do you think grammar is important in language learning (i.e English)?

Pls answer in the chat box
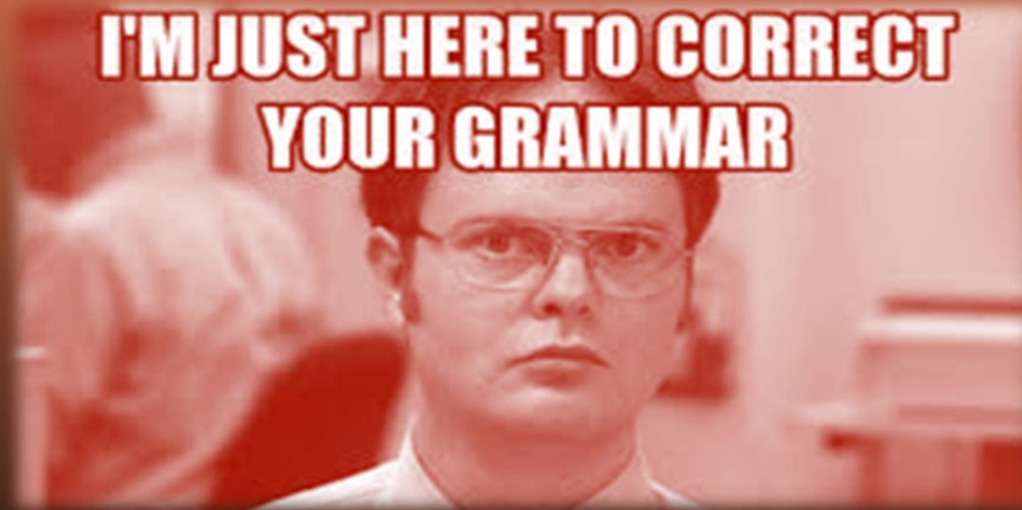
- Do you think grammar is difficult?

Pls answer in the chat box

OH, YOU READ ONE BOOK ABOUT ENGLISH GRAMMAR? YOU MUST KNOW EVERYTHING.

- What particular element(s) of grammar do you think is difficult?

Pls answer in the chat box

- How do you teach / learn grammar?

BACKGROUND

- Grammar is one of language components which is essential to be learnt in EFL classes.

- It's not easy for EFL students in Indonesia to deal with English grammar, such as conditional sentences, tenses, passive voice and others.

- Most EFL teachers still use GTM (Grammar Translation Method) in teaching English grammar without any varieties.

BACKGROUND

- EFL teachers need to find other strategies to enable their students to learn in easier and more interesting ways.

- A model of grammar teaching through consciousness raising tasks needs to be introduced to involve students in identifying and understanding the aspects of grammar being taught to them.

THEORETICAL FOUNDATIONS

- CR is defined as the conveying of a rule to draw the learner's attention to structural regularities….revealing some pattern or system in the target language the learner is being made conscious of some aspect of the language itself, but the manner varies (Smith, 2003:160-162).

THEORETICAL FOUNDATIONS

- Richards and Schmidt (2002:109) defined CR as techniques that encourage learners to pay attention to language form in the belief that an awareness of form will contribute indirectly to language acquisition.

THEORETICAL FOUNDATIONS

- Ellis (1997:160) defines CR task as a pedagogic activity where the learners are provided with L2 data in some form and required to perform some operation on or with it, the purpose of which is to arrive at an explicit understanding of some linguistic property or properties of the TL.

- Many studies on CR have shown positive effects of it on grammar teaching: Fotos and Ellis (1991), Sheen (1992), Fotos (1994), and Sugiharto (2006).

THEORETICAL FOUNDATIONS

- CR activities make the learners aware of language so they can achieve an accurate use of the tenses in an appropriate context for communication (Roza, 2014:1).

- Through CR instructions, learners' explicit knowledge of grammatical features will improve (Ellis, 2002). They can understand, identify, and distinguish the rules.

Let's Do CR Tasks: Conditional Sentence

True in the Present/Future (1)	Untrue (Contrary to the Fact) in the Present/Future (2)	Untrue (Contrary to the Fact) in the Past (3)
If we find her address, we will write her	If we found her address, we would write her.	If we had found her address, we would have written her.

Let's Do CR Tasks:
Conditional Sentence

- If I had enough money, I would go with you.
- If the weather had been nice yesterday, we would have gone to the zoo.
- If I had a pen, I would lend it to you.
- I would change the present economic policy if I were the president.
- If the weather is nice tomorrow, we will go to the zoo.
- I he had studied for the test, he would have passed it.

Let's Do CR Tasks: Conditional Sentence

- If I had enough money, I would go with you. (**2**)

- If the weather had been nice yesterday, we would have gone to the zoo. (**3**)

- If I had a pen, I would lend it to you. (**2**)

- I would change the present economic policy if I were the president. (**2**)

- If the weather is nice tomorrow, we will go to the zoo. (**1**)

- If he had studied for the test, he would have passed it. (**3**)

Let's Do CR Tasks: Conditional Sentence

True in the Present/Future (1)	Untrue (Contrary to the Fact) in the Present/Future (2)	Untrue (Contrary to the Fact) in the Past (3)
If we <u>find</u> her address, we <u>will write</u> her	If we <u>found</u> her address, we <u>would write</u> her.	If we <u>had found</u> her address, we <u>would have written</u> her.
If the weather is nice tomorrow, we will go to the zoo.	If I had enough money, I would go with you.	If the weather had been nice yesterday, we would have gone to the zoo.
	If I had a pen, I would lend it to you.	If he had studied for the test, he would have passed it.
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	If I <u>had</u> a pen, I <u>would lend</u> it to you.	If he <u>had studied</u> for the test, he <u>would have passed</u> it.
	I <u>would change</u> the present economic policy if I <u>were</u> the president.	

Let's Do CR Tasks: Conditional Sentence

- Look at the sentences in table 1 and find a common similarity among them.

- Look at the sentences in table 2 and find a common similarity among them.

- Look at the sentences in table 3 and find a common similarity among them.

Let's Do CR Tasks:
Conditional Sentence

- Look at the sentences in tables 1, 2, 3 and find common differences among them.

Let's Do CR Tasks:
Conditional Sentence

- Can you draw a conclusion about the rule(s) of these 3 types?

BINGO!!!!!

- Now you know how to classify the conditional sentences based on their types, right?

SIGNIFICANCE

- to introduce and apply the concept of CR tasks/activities in teaching and learning grammar to EFL students in Indonesia.

- to help students learn grammar in an easier and more independent way.

CONCLUSIONS

- The use of CR tasks are helpful in teaching and learning grammar to EFL students.

- It is effective to be applied in teaching grammar to EFL students because students know exactly what they are doing.

- Students will gain more advantages using CR because they will be directly involved in teaching and learning activities.