## **Open License Information**

This work Teaching Grammar Using Technology is an open educational resource (OER) under Creative Commons CC BY-SA

This license enables re-users to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use. If you remix, adapt, or build upon the material, you must license the modified material under identical terms. CC BY-SA includes the following elements:



BY: credit must be given to the creator.



SA: Adaptations must be shared under the same terms.

### **Reference This Work**

This work "Teaching Grammar Using Technology" is an open educational resource (OER) under <u>Creative Commons CC BY-SA</u> by Zeno Benjamin.

## **Part 1: General Description**

Target audience:	<ul> <li>□ Age group: 13-15 years old.</li> <li>□ Students' educational level: Form one in secondary school.</li> <li>□ Students' English Proficiency level: Lower and Intermediate levels.</li> <li>□ Class size: 60 students.</li> </ul>
Classroom equipment:	<ul> <li>□ Chalk, markers and writing board</li> <li>□ Laptops, android tablets and smart phones</li> <li>□ Relevant text on adjective ending with "-ed" or an adjective with "-ing"</li> </ul>
Lesson Aims:	☐ Students to be helped to know how and when to use an adjective ending with "-ed" or an adjective with "-ing"
Learning Objectives:	By the end of the lesson, students will be able to:  differentiate adjectives ending with "-ed" or an adjective ending with "-ing" in the given contexts.



	use appropriately adjectives ending with "-ed" or an adjective with "-ing" in the given contexts.	
Assumptions:	<ul> <li>The knowledge of adjectives has been imparted to the learners.</li> <li>Students are familiar with how to use OER Commons.</li> </ul>	
Assessment:	<ul> <li>During the activity, students will be supervised to accomplish the given tasks.</li> <li>Presentation is to be used to assess how the students have understood the grammar tasks given in their real contexts.</li> </ul>	
Class time	□ 80 minutes	
Resources	<ul> <li>https://learningenglish.britishcouncil.org/grammar</li> <li>https://www.english-corpora.org/coca/</li> </ul>	

## Part 2: Materials development process

After long worrying of how I can incorporate technology tools in my English classroom and succeed to find this useful content that helps me to teach grammar by using technology. Decision is made to help learners on how to know and when to use similar-looking adjectives "-ed" or "-ing" endings such as interesting and interested, boring and bored. Thereafter, I planned various activities in lesson plan to get rid of struggling with these adjectives.

Note: These adjective words are formed from verbs, that is why they are called participial adjectives or verbal adjectives. **-ed adjectives**, generally describe emotions; they tell us how people feel while **-ing adjectives** describe the thing or person that causes the emotion.

Some common adjectives with "-ed" and "-ing" forms.

verb	-ed adjective	-ing adjective	
annoy	annoy(ed)	annoying	
bore	bor(ed)	boring	
confuse	confus(ed)	confusing	
disappoint	disappoint(ed)	disappointing	
excite	excit(ed)	exciting	



fright	freight(ed)	frightening	
interest	interest(ed)	interesting	
relax	relax(ed)	relaxing	
surprise	surprise(ed)	surprising	
tire	tir(ed)	tiring	
amaze	amaz(ed)	amazing	
worry	worri(ed)	worrying	

# Sentence examples

- 1. Taking a bath is **relaxing**.
- 2. He is so **excited** about his trip to Tanzania.
- 3. Her math class is **boring**.
- 4. The class is not **interesting**. She is **bored**.
- 5. I don't like horror films. They are much too **frightening** for me.
- 6. She felt so **annoyed** that her friend let her down.

## Part 3: Lesson Plan

Timing (minutes)	Stages and activities	Interactions Ss/T T/Ss Ss/Ss	Aims
5	The teacher asks students to mention parts of speech. Students share their thoughts and speak out.  Guide students to write three adjectives ending with "-ed" or an adjective ending with "-ing" ending for each form.	Ss/Ss T/Ss	Students to be involved in sharing their prior knowledge about the lesson.

(cc)	0
	BY SA

ВУ	SA		
	2. Development		Students to gain
4-		T/Ss	structures of "-ed"
15	The Teacher gives more clarification on the		and "-ing" adjectives
	structures of these adjectives ending while		ending.
	students take some key points.		-
10	Teacher writes five sample of sentences to show		Students learn and
	the different between "–ed" and "–ing" adjectives.	Ss/T	
30	,		practice the uses
30	COCA is used by students to see more examples		and correct from of
	of expressing "-ed" and "-ing" adjectives in the		"–ed" and "–ing"
	given context. The teacher supervises students during the activity. (See figure 1 and 2 below)	Ss/Ss	adjectives in
	during the activity. (Occ figure 1 and 2 below)		different situations.
	3. Realization	Ss/Ss	Students are tested
	(a) Asking students oral questions such as:		their ability to relate
20	i) If I say, "I am interested", do I describe how		the lesson in real
	I feel or what causes my feeling?	T/Ss	context.
	ii) Which adjectives are still confusing for	1766	
	you?		
	b) Write different situations of similar-looking		
	adjectives "–ed" or "–ing" endings and		
	students are supposed to choose the given		
	adjectives to match the situations.		
	c) Instruct students to write their own		
	sentences to express "-ed" and "-ing"		
	adjectives at their home contexts (three		
	sentences for each structure).		

Note: Ss/T = students-teacher interaction
T/Ss = teacher-students interaction
Ss/Ss = students-students interaction

Part 4: The complete and ready-to-use materials

# Teaching Grammar Using Technology Zeno Benjamin $(\dagger)$ (cc) Activity 1: Warm up a) Listen to the instructions from the teacher and students share their answers with peers about: i) Parts of speech ii) Writing three adjectives ending with "-ed" or an adjective ending with "-ing" ending **Activity 2: Classroom activity** Open COCA and type these adjectives bor(ed) and boring one after another, then copy three sentences for each as used in the context. **Activity 3: Realisation/ Homework** a) (i) Oral question to check meaning and use (ii) Asked to encourage learners' self-evaluations. b) Choose the correct answer to complete the sentences below: i) You look really\_\_\_\_\_. Why don't you go to bed? (tired/tiring) ii) Can I call you? I have some very \_\_\_\_\_ news for you. (excited / exciting) iii) My neighbour is always playing loud music. It is very \_\_\_\_\_ (annoyed/ annoying) iv) The directions were \_\_\_\_\_and we got lost. (confused / confusing) v) I really that I won the competition. (surprised / surprising) c) Write their own sentences to express "-ed" and "-ing" adjectives at home context (three sentences for each structure) for students' self-assessment. **Answer Key Activity 1**: a) (i) Noun, pronoun, verb, adverb, adjective, conjunction, interjection, and preposition. (ii) They may answer differently. **Activity 2**: d) The answers might be different Activity 3: a) (i) It describes how I feel. (ii) Answers may vary

b) Multiple choice question

(i) tired

(ii) exciting

(iii) annoying(iv) confusing(v) surprised



c) Answers will be different. Please, check their relevance as applied to their context.

## **Activity 2: Classroom activity**

Figure 1



Figure 2.





Screenshot of the "WORD" tab on <a href="https://www.english-corpora.org/coca/">https://www.english-corpora.org/coca/</a> by Corpus of Contemporary American English, used under Creative Commons CC BY-SA showing example sentences from various genres with the adjective word "boring" used in different contexts.

#### Part 5: Reflection

Using educational technology tools have helped students to gain more useful materials and be ready to engage themselves on grammar learning in association with its prescriptive and descriptive approaches, form and function of similar-looking adjectives "-ed" or "-ing" endings.

COCA has given them a lot of experience on how different contexts use these adjectives form and made them enjoy grammar lessons.

As I mentioned earlier "to use an adjective ending with '—ed' or an adjective ending with '—ing'" tend to confuse my learners" especially in its form and function as some of my learners knew that these are same as present verb form. Teachers are advised to use variety of corpuses, particularly COCA and OER Commons, for references and more rules to distinguish both forms.

**OER Title**: Teaching Grammar Using Technology

Author: Zeno Benjamin. benjaminzeno@gmail.com

**Keywords**: Adjectives, Verbs, Technology **Date of Publication**: October 25, 2025.