Baghdad University is located in Baghdad; the Capital of Iraq, consists of many colleges via Sciences and Humanities, for example: College of languages, College of Arts, College of Education for Women and College of Education /Ibn Rushd and others. Each one of these Colleges consists of various departments. Our department is the English Department for four academic years. In the First year, we have four sections of more than fifty students each. Our students are boys and girls and all of them are going to be English Language Teachers because all these four academic years will make them qualified to be so. The government helps them to find jobs immediately after graduation. In these four years, our students spend 45 days in schools as a student - teacher and the staff members are visiting those two or three times to evaluate them in relation to the method of teaching and daily plan. Staff members will evaluate the way of treating the pupils in the secondary school, their way of teaching, their confidence inside the classrooms and many other points.
How the Degree Course is organized

- The syllabus is arranged according to the yearly, weekly and daily plan. The course consists of ten chapters

1 - Student- Teacher. A starting point

2- Learners characteristics

3-Aims, Goals, Objectives and Lesson Planning

4-Teaching Vocabulary

5- Teaching grammar

6-Teaching Listening

7- Teaching Speaking

8-Teaching Reading

9- Teaching Writing

10- Classroom Management.

1 - Student- Teacher. A starting point

- This chapter provides information that will help you to;
• 1 - Infer the main student- teachers' responsibilities pre, during, & after practicum.

• 2 - Suggest additional guidelines during student teaching.

• 3 - Suggest a check list to evaluate student- teachers' teaching performance.

2- Learners Characteristics

• This section provides information that will help you to:
  • 1 - Complete diagrams for learners' characteristics
  • 2 - Compare student- teachers' answers with each other,
  • 3 - Classify the activities according to their type,
  • 4 - Define certain terms;
  • 5 - Make specific recommendations based on student- teachers' individual characteristics.

3- Aims, Goals, Objectives and Lesson Planning

• This chapter provides information that will help you to;
  • 1 - Formulate goals for teaching language skills
  • 2 - Formulate behavioral objectives for certain goals:
  • 3 - Design a sample of lesson plan;
  • 4 - Evaluate what have been designed.

• Aims: are general statements that provide direction or intent to educational action. Aims are usually written in amorphous terms using words like, learn, know, understand, appreciate and these are not directly measurable.
e.g. Students will understand and become proficient at identifying the different types of spoken English.

- **Goals** are statements of educational intention which are more specific than aims. Goals too may encompass an entire programme, subject area, or multiple grade level. They may be in either amorphous language or in more specific behavioral terms.

e.g. Students will be able to identify and use English terms and phrases.

3 – **Objectives**

- Objectives are usually specific statements of educational intention which delineate either general or specific outcomes. Objectives can be written in a number of ways currently most objectives are written in behavioral terms. Behavioral objectives can be divided into specific domains, cognitive, affective, and physical.

3- **Planning Lessons**

- A lesson plan will reflect decisions that you have made about the following aspects of a lesson
  
  1 -Goals: what are the general goals of your lesson?
  
  2-Activities what kind of things will your students do during the lesson such as dialogue work, free writing or brainstorming.
  
  3- Sequencing: The order in which activities will be used, including opening and closing activities.
  
  4- Timing: How much time will be spent on different activities
  
  5- Grouping: When your class will be taught as a whole and when your students will work in pairs or groups
  
  6- Resources: What material will you use such as the textbook, work sheets or DVDs.
There are different types of a lesson plan,

- Yearly plan
- Weekly plan and Daily plan.
- The lesson for 45 minutes

The researchers will restrict themselves with (Teaching Grammar) only instead of the other activities since they practice this activity on their students.

**Teaching Grammar Objectives**

This section provides information that will help you to:

1. Suggest new activities for teaching grammar.
2. Design a lesson plan.
3. Teach various grammatical aspects.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic use of grammar</td>
<td>These oral or written activities focus on real-life communication. They focus on fluency.</td>
</tr>
<tr>
<td>Communicative activities</td>
<td>Situations where students use language to communicate real meaning, rather than just practicing language.</td>
</tr>
<tr>
<td>Contextualized example</td>
<td>“Contextualizing” your example means explaining the situation so that a reader can fully make sense of your</td>
</tr>
<tr>
<td>Approach</td>
<td>Explanation</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Deductive approach</td>
<td>Way applies a general rule to particular instances while inductive way involves inference from the particular to the general. Deductive learning occurs when teacher gives the rule in an explicit way and then encourages learners to apply it by giving examples and leads them to practice.</td>
</tr>
<tr>
<td>Explicit grammar</td>
<td>as an approach contains all the conscious facts the learner has about the language and the criterion for admission to this category in the ability to articulate facts. Explicit approach can help generate a new language. It encourages learners to make sentences, follow patterns and establish structures for learning. It clarifies meaning and encourages to notice.</td>
</tr>
</tbody>
</table>
| Grammar             | The way words are put together to make correct
<table>
<thead>
<tr>
<th>Grammatical structure</th>
<th>A specific instance of grammar is usually called a structure. Example of structure would be the past tense, noun plurals, the comparison of adjectives, and so on.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inductive approach</td>
<td>Works differently from deductive by giving examples in order to get learners notice the rules.</td>
</tr>
<tr>
<td>Implicit Grammar</td>
<td>A kind of linguistic knowledge which means intuitive information upon which the language learner operates in order to produce responses in the target language. In this approach, learner uses but does not reflect on the rule. S/he can decide the speech is or is not in accordance with rule.</td>
</tr>
<tr>
<td></td>
<td>These oral or written activities give students practice of a new grammatical structure.</td>
</tr>
</tbody>
</table>
There is some debate as to whether we should worry about grammatical accuracy when it does not interfere with effective communication of a message. For example, should we correct a student who drops the third person -s suffix in the present simple (saying *she like* instead of *she likes*)? And should we correct a student who uses *which* instead of *who* in relative clauses saying *the person which instead of the person who*? Or should we insist on accuracy only when it affects meaning, for example correcting a student who uses a present tense verb where a past tense is needed?

Practically, most of us teach the conventional grammatical forms and meanings of English because that is what the course books we are using do, or because that is what the exams test, or because that is what the school policy, the parents or the students themselves demand.

• *Three Dimensions of Teaching Grammar*
1. Form (how is it formed?) Accuracy: syntax
2. Meaning (what does it mean?) Meaningfulness: semantics
3. Use (When/why is it used?)

• Approaches to Grammar

The main approaches for teaching grammar are:
1. Prescriptive Grammar
2. Descriptive Grammar
3. Functional Grammar
4. Formal Grammar
5. Discourse Grammar

1. Prescriptive Grammar
• Concerned with rules about the structure of a language
• Focus on what is right/correct and wrong / incorrect
• Prescriptive rules make a valued judgment about 'correct' way to speak and write rather than the way people actually speak and write e.g.
  1. Music is my favorite subject (X). Mass noun is not countable.
  2. I am older than she (is older).

2. Descriptive Grammar
• Concerned with how people actually use a language and then attempts to analyze it and formulate rules about the structure.
• However, people can still use this prescriptively.
  They tend to follow what these rules say.
  e.g., 3. I am older than her.

3. Functional grammar
• Focus on meaning and functions of language as conveyors of information rather than just on forms
• Contextual in orientation—looking at how language is used for different purposes in different contexts.
  e.g., 4. "I can't find the red pan. It is not in its usual place."
4. **Formal grammar**

- Boys (subject: noun) throw (verb) stones (object: noun)
- Boys (actor/agent) throw (process) stone (patient)

a. John lost his wallet. (Stress occurs in the last lexical item because it is new information.)

b. John lost it. (Main stress in different position because pronominal element is given information)

5. **Discourse grammar**

Discovers recurrent patterns

- Inductive methodology and data-driven analysis
- Looks at forms from functional approaches using actual data and large stretches of discourse.
- By looking at grammatical forms as they occur in actual discourse (both spoken and written), we can find many more patterns and help students understand the usages and formulate their own analyses of these forms to account for larger number of patterns.

- **Using Authentic Materials**

Authentic materials include:

TV Commercials, TV drama clips, movie clips.
Face-to face/ telephone conversations, talk shows, interviews, debates news broadcasts, newspapers, magazines, Cartoons, songs, pictures, etc.

Contextual in orientation:
- Focus on how the grammar feature is used.
- Can provide larger stretches of discourse, not discreet phrases or sentences.
- Can show more naturally occurring data rather than made up sentences.
- Can capture prosodic features and non-verbal cues.
2. Stages for Effective Grammar Presentation

This section provides a framework for utilizing your own experience in order to learn more about effective grammar presentation and improve practice.

**Stage 1:** present and explain a grammar structure to a class. The presentation should not take more than five minutes. Choose a structure you feel fairly confident about, and present it to a group of colleagues. The presentation should be recorded in some way.

**Stage 2:** You may need to look up a grammar book to check your explanation.

**Stage 3:** Ask a colleague to tell you immediately afterwards how clear they thought your presentation was, and if they have any particular comments.

**Stage 4:** In the light of the critical discussion of presentation, write out for yourself a set of guidelines for presenting and explaining grammar.

**Stage 5:** compare what you have written with what have said in any other references.

**Stage 6:** Do stage 1 again, using another structure. Note briefly any changes you notice in your own teaching as a result of the process you have been done.

**Guidelines on presenting a new grammatical structure**

1. In general, a good presentation should include both oral and written forms, and both form and meaning.
2. It is important for students to have plenty of contextualized examples of the structures and to understand them. Visual materials can also contribute to understanding.
3. The answers to this will depend on your situation and students. On the whole older or more analytically-minded students will benefit more from the use of terminology.
4. Again this is very much depended on your own situation and judgement.
5. Your explanation should cover the great majority of instances for students are likely to encounter; obvious expectations should be noted, but too much detail may only confuse.
3. Grammar Practice Activities

In order to give students intensive oral or written practice of specific language points, we can use activities carefully designed to restrict the language needed and require the use of the target items.

1. Written exercises

Written exercises are a common and useful way of giving students concentrated practice of language items.

Example

Here is a textbook exercise. What area of language is it working on?

... 1. computer is certainly ...................... 2. great invention, one of .... 3. ................. wonders of .... 4. modern world. But later on .... 5. .................. cold Friday afternoon, towards ................. 6. end of ............ 7. miserable December, I'm beginning to wish that I'd never bought one. All I want to do is write 8. .................. letter to ............... 9. Aunt Diana. But .... 10 

... machine seems to have ............... 11. ........ different idea altogether. After .... 12. two hours' work all I have to show are .... 13. torn piece of paper filled with 14. black, inky smudges and .... ........................ 15. ........ computer screen that happily tells me There is ............... 16. error. Please Restart.' Give me .... 17. .................. pen and 18. pad of ... 19. paper! If this is .... 20. ............... modern world I'll vote for ... 21. Stone Age!

Ideas for doing this example

• Do it as individuals - then compare and discuss answers with others.
• Work in pairs to do exercise,
• Work in small groups.
• Work in teams - make a competition out of it.
• Do it together on the board - teacher-led.
• Do it together on the board - student-led.
• Hand out an out-of-order list of answers to match to the questions.
2. Elicited dialogues

With this activity, students will get many chances to repeat the dialogues in class and thus increase their familiarity with these items.

Step 1 - before the class

Write a short dialogue. You can now make a short dialogue, set in a specific situation, that includes a few examples of this language item.

For example:

Lazy boy on sofa; girl in doorway.

GIRL: Could you help me, Mike?

BOY: What do you want?

GIRL: Bring me that suitcase, please.

BOY: Oh – I'm too tired!

GIRL: It's too heavy for me to carry.

BOY: (trying and failing) And it's too heavy for me too! What's in it?

GIRL: Your birthday present!

Step 2 - in class

1. Use board pictures (or some other way) to establish the context and the characters.

2. By using mime or gestures or questions or picture cues, try to elicit from the students each line of the dialogue you have prepared.
3. When the students say sentences in response to the eliciting, you need to select a suitable one, correcting it if necessary.
4. You must now establish this line of dialogue (i.e. every student in the class needs to be able to say it and remember it). This will probably be done through choral an individual drilling and correction; the students are given lots of chances to repeat it, with you helping them to say it fluently and accurately with the best possible pronunciation (especially intonation!).
5. The procedure of 2, 3, 4 is repeated for each line.
6. There are also frequent repetitions of the whole dialogue to date (in pairs, perhaps, or by dividing the room into two halves).

**Step 3:** When the dialogue is complete, follow-on activities could include writing it out, acting it out, continuing it, etc.

### 3. Self-directed discovery

With this approach, the teacher needs to ensure that the learners have sufficient information and experience to be able to work out their own rules and explanations, and perhaps work out their own goals and learning strategies as well. The obvious danger here is that teachers will abdicate their real responsibilities.

- **Guided discovery**

In which you can:
- set problems, tasks and activities that raise relevant points;
- ask questions that focus on the meaning (concept questions);
- ask questions that focus on the context (context questions);
- ask questions that focus on the form;
- elicit answers;
- offer appropriate examples;
- offer tools to help clarify meaning, e.g. time lines, substitution tables;

(but perhaps encouraging the students to use them to solve the problems);
- encourage thorough working out of difficulties;
- guide their process of discovery along fruitful lines;
- encourage different students to add their ideas;
- help them to stay focused if they go down side-tracks;
- raise their awareness as to what they have learned.

**Guided discovery: some ideas and examples**
The following list gives some further examples of guided discovery.

1. **Questions about form**
   So what word goes in this space? How many words are there in the sentence? How do you spell that? Is that a verb? What comes after the verb? What's the name of this tense?

2. **Questions about function**
   Do they know each other? Is this formal or informal? Where do you think they are speaking? Is this polite? Why does he say that? How does he feel?

3. **Problems and puzzles**
   Put these words in the right order. Fill in the spaces. How many sentences can you make from these words? Change this into the past simple tense. Write this sentence again with exactly the same meaning, but only using seven words. Rewrite the sentence using this word.

4. **Reflecting on use**
   Write down some of the sentences you used. Write down some of the sentences you heard. Why did you use that tense? What was the answer? What was the idea you wanted to express? Where was the problem? Which of those two sentences is correct?

4. **Grammar Planning Effective Lessons**
   Here are four common and effective lesson types:
   **Lesson type 1**
   1. The teacher presents information about an item of language.
   2. The students then work on oral practice of examples of these items.
   3. The students do a written exercise to practice these items.
4. The students are given the opportunity to use these items, along with the other language they know, in communicative activities.

This procedure uses the three ARC (authentic use, restricted activities, and clarification) components in this order: CRRA.

**Lesson type 2**

1. The teacher selects an activity requiring use of specific language points. The students do the activity. While they are speaking the teacher listens discreetly and notes down problems.

2. After they have finished, the teacher uses the sentences she noted down to focus on and clarify difficulties and teach potentially useful language items that were avoided during the activity.

3. The teacher follows on with a similar activity to the first one. The students now have better resources to deal with some of the problems they may have faced.

This procedure uses the three components in this order: **RCR** (Restricted use; Clarification and focus; Restricted use). It starts by encouraging students to use the language they know and only then focuses in on specific problems or difficulties. Note that the teacher did not select the specific sentences to work on until she listened to the students talking. Sometimes this approach is characterized as ‘Test-Teach-Test’. A small but significant variation would be to change one or both of the R activities for A; this is the lesson type 3.

**Lesson type 3**

1. The teacher selects a communicative activity. The students do the activity. While they are speaking, the teacher listens discreetly and notes down problems.

2. After they have finished, the teacher uses the sentences she noted down to focus on and clarify difficulties and teach
potentially useful language items that were avoided during the activity.

3. The teacher follows on with a similar communicative activity to the first one. The students now have better resources to deal with some of the communication problems they may have faced.

Here, the order is ACA (Authentic use; Clarification and focus; Authentic use). I have now categorized the first and third activities as 'authentic' rather than 'restricted' use because the teacher did not require or invite the students to use specific items of language.

Lesson type 4

The fourth type of lesson is based on textual or taped material, often in a course book. This material has been specially selected to include a lot of examples of the target language items.

1. The students read the text (or listen to the tape).
2. The teacher focuses them in on specific language points.
3. The students do a follow-on exercise or communicative activity.

5. Testing Grammar

It has been said that pupils would do the exercises with pleasure and in a funny way. But it is quite difficult to test grammar in the same way. However it is difficult, it is possible. There are several types of tests. Teacher can test students’ ability to speak or write, his reading or listening skills. Of course, written tests take less time and they are easier to administer. That is why most tests are based on written skills. This could cause some problems, because so much teaching in the classroom is based on oral work. Teacher should remember this fact and try to make the tests suitable for students. Good test shows both teacher and learner how well they are all doing. Teacher who writes tests should bear in mind the following rules:
5. Feedback during accuracy work

The first set of techniques we need to be aware of is devoted to showing incorrectness. These techniques are only really beneficial for what we are assuming to be language 'slips' rather than embedded or systematic errors. When we show incorrectness, we are hoping that the students will be able to correct themselves once the problem has been pointed out. If they cannot do this; however, we will need to move on to alternative techniques.

• **Showing incorrectness:** this can be done in a number of different ways:
  
  **Repeating:** here we can ask the student to repeat what they have said, perhaps by saying *Again?* which, coupled with intonation and expression, will indicate that something is not clear.
  
  **Echoing:** this can be a precise way of pin-pointing an error. We repeat what the student has said, emphasising the part of the utterance that was wrong, e.g. *Flight 309 GO to Paris?* (said with a questioning intonation) or *She SAID me?* It is an extremely efficient way of showing incorrectness during accuracy work.
  
  **Statement and question:** we can, of course, simply say *Good try,* but that's not quite right or *Do people think that's correct?* to indicate that something has not quite worked.
  
  **Expression:** when we know our classes well, a simple facial expression or a gesture (for example, a wobbling hand) may be enough to indicate that something doesn't quite work. This needs to be done with care as the wrong expression or gesture can, in certain circumstances, appear to be mocking or cruel.
  
  **Hinting:** a quick way of helping students to activate rules they already know (but which they have temporarily 'mislaid') is to give

- Do not test what you have not taught.
- Do not test general knowledge.
- Do not introduce new techniques in tests.
- Do not just test accuracy.
- Do not forget to test the test.
a quiet hint. We might just say the word *tense* to make them think that perhaps they should have used the past simple rather than the present perfect. We could say *countable* to make them think about a concord mistake they have made, or *tell* to indicate they have chosen the wrong word.

**Reformulation:** a correction technique which is widely used both for accuracy and fluency work is for the teacher to repeat back a corrected version of what the student has said, reformulating the sentence, but without making a big issue of it. For example:

**STUDENT:** She said me I was late.

**TEACHER:** Oh, so she told you were late, did she?

**STUDENT:** Oh yes, I mean she told me. So I was very unhappy.

Such reformulation is just a quick reminder of how the language should sound. It does not put the student under pressure, but clearly points the way to future correctness.

- **Getting it right:** if students are unable to correct themselves or respond to reformulation, we need to focus on the correct version in more detail. We can say the correct version, emphasising the part where there is a problem before saying the sentence normally or we can say the incorrect part correctly (e.g. *Not go’. Listen, goes’*). If necessary, we can explain the grammar (e.g. *We say I go, you go, we go, but for he, she or it, we say goes*).

**Sources for Learning**

For further learning, consult the following sources:


**Warm-up Activities**

- **Ice Breaking Activities**
  These activities allow the students to get to know each other in a non-confrontational, low anxiety atmosphere.

In groups, read and discuss following activities. Then try to practise them.

**One minute please!**

The aim of the game is to talk for one minute on a given subject. You announce the topic and a member of the group is randomly selected to speak for one minute. Use a pack of cards to randomly select i.e. person who draws the lowest number. Choose subjects to stimulate the imagination and which may be amusing. Put a stopwatch on each person to see how long they last before drying up! Subjects might include, my earliest memories, my favorite computer game, why beans are good for you, 10 things you can do with potatoes, Alligator wrestling, pre-millennialism (no, not really!)

**Newspaper puzzle**

Divide into teams of five or six people and give each group a copy of the SAME newspaper. Ask them to spread the newspaper out in front of each team. Describe a particular advert, article, fact or picture from the paper and the group has to find it, rip it out and bring it to you. The first team to bring it gets a point. Continue calling out items and the winning team is the one with the most points. Watch the paper fly.

- **Brainstorming**
  If you are working in a group
  - First, note down your own answers alone.
- Share with the other members of the group.
- Check the answers together.

1. Can you recall the main stages for effective grammar presentation?
2. What is meant by “In general, a good presentation should include both oral and written forms, and both form and meaning”?
3. What do you think written exercises includes?
4. Can you recall at least four useful guidelines when explaining a new grammar point to the class?
5. What kind of practice can help students transfer knowledge of a grammatical rule so that they can use it fluently in their own production?

Tasks

Task 1

In order to gain effective grammar presentation and improve practice, certain stages are stated. Put these stages in their correct order.

Stage 1 Do stage 1 again, using another structure. Note briefly any changes you notice in your own teaching as a result of the process you have been done.

Stage 2 Ask a colleague to tell you immediately afterwards how clear they thought your presentation was, and if they have any particular comments.

Stage 3 Present and explain a grammar structure to a class. The presentation should not take more than five minutes. Choose a structure you feel fairly confident about, and present it to a group of colleagues. The presentation should be recorded in some way.

Stage 4 In the light of the critical discussion of presentation, write out for yourself a set of guidelines for presenting and explaining grammar.

Stage 5 Compare what you have written with what have said in any other references.

Stage 6 You may need to look up a grammar book to check your explanation.
Task 2
Suggest steps for the following grammatical activities:

<table>
<thead>
<tr>
<th>Written Exercises</th>
<th>Elicited Dialogues</th>
<th>Split Sentences</th>
<th>Questioner</th>
</tr>
</thead>
</table>

Task 3
Complete the following diagram:

![Diagram](image)

Task 4
Look at the following activities and identify whether they are authentic or restricted use activities.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Authentic Use</th>
<th>Restricted Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Drill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher: He is going to buy a car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils: He is going to buy a car. Teacher: TV Pupils: He is going to buy a TV. Teacher: Camera Pupils: He is going to buy a camera.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. Jazz Chant
What are you going to do at two? What are you going to do? Where are you going to be at three? Where are you going to be? Who are you going to see? What are you going to say?

### 3. Conversation
The teacher is talking to his class about Christmas and asks them about their Christmas presents for their families. “What are you going to buy or make for …?”

### 4. Discussion
The teacher is talking to his class about the technology and they all speculate about what is going to happen.

### 5. Exercise in Textbook / Workbook
The students have to do an exercise on the future tenses and fill in gaps.

---

**Task 5**
In this chapter four types of lesson plan have been suggested. In groups, try to design another type of lesson plan. Then, from each group, a volunteer teaches the new lesson plan.

**Follow-up Activities**
In groups of six (A, B, C, D, E, F), student-teachers evaluate the tasks done and as follow:
Group A evaluates group B  
Group B evaluates group A

Group C evaluates group D  
Group D evaluates group C

Group E evaluates group F  
Group F evaluates group E

All groups evaluate task 6 using the following checklist:

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Examples</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were enough examples provided of the structure in a meaningful context? Am I sure the students understood their meanings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. The structure itself</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the structure presented in both speech and writing, both form and meaning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Terminology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I call the structure by its (grammar-book) name? If so, was this helpful? If not, would it have helped if I had? What other grammatical terminology was (would have been) useful?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the structure explained in the students' mother tongue, or in the target language, or in a combination of the two? Could/should a different combination have been used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Explanation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the information given about the grammatical structure at the right level: reasonably accurate but not too detailed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. Delivery</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was I speaking (and writing) clearly and at an appropriate speed?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Present Perfect and Future Through Songs

Objectives

This chapter provides information that will help you to:

1. Suggest new activities for teaching grammar, especially Present Perfect and Future.
2. Discuss the effective use of music in a language classroom

Glossary

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Teaching Method</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------</td>
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<td><strong>Grammar-Translation Method</strong></td>
<td>Grammar translation method was based on the belief that learning a language was not for speaking and/or communication. The driving force was to exercise the mind and at the same time to be able to read in that language. The languages taught in those early days were Latin and Greek, so another reason for studying foreign languages was to appreciate the classics in their original language. Education was the privilege of an elite class, thus it was a “mark of an educated person” to be able to read the classics. (Zainuddin et al, 2011:64)</td>
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<td><strong>Direct Method</strong></td>
<td>It insists that the key to all language learning lies in association. It stresses the need for direct association between experience and expression in the foreign language. The aim is to enable the learner to think in foreign language and to cultivate an unerring language sense. It recognizes that language sense has its roots in the spoken language and lays stress on the oral approach. (Paul, 1990:57-58)</td>
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<td><strong>Situational Language Teaching</strong></td>
<td>The target language should be used as much as possible. The starting with oral language is probably better than focusing on spelling and written language. Speech is the basis of language, and structure is the basis of speaking ability. The Situational Approach uses concrete objects and realia in teaching a foreign language. These objects can help visual and tactile learners connect with the language they are trying to learn. (Richards &amp; Rodgers, 2010).</td>
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<td><strong>Audio-Lingual Method</strong></td>
<td>The Audio-Lingual method aims to develop communicative competence of students through dialogues. Dialogues and pattern drills that students need to repeat are used to form habits in learners that will allow them to develop quick and automatic responses. Drills are useful in foreign language teaching in that they give students the opportunity to perform what they have learnt. (Mart, 2013:63)</td>
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Communicative Language Teaching (CLT)

The concept of communicative competence was proposed by Hymes who claimed that the study of human language should place humans in a social world. The definition of communicative competence is what a speaker needs to know in order to communicate in a speech community. Also, it refers to a language learner's ability to use the target language successfully in real world communication. Hymes (1972:63)

1. Why Using Songs In Teaching Grammar?

- Teaching grammar through songs adds variety to the lesson and consequently strengthening the students' motivation. Variety is especially important for younger learners, who often have very little internal motivation for entering a language classroom. It certainly offers a change from the routine classroom activities. Students find the use of songs very interesting and are motivated to learn through songs.
- Songs represent a good teaching tool through which students can learn and practice certain grammar structures in a non-threatening way. Generally, grammar has been considered as a grueling unavoidable part of any language learning.
- Songs help the students develop their abilities in listening, speaking, reading and writing skills. They can also be used to teach language sub skills as that of grammar, vocabulary and pronunciation.
- Singing a song helps them catch fluency and improve pronunciation. Thus, music can play a vital role in helping the students learn a language in anxiety-free situation, (Hancock, 1998; cited in Skowroński, INT)
- In recent approaches, especially the communicative approach which emphasizes the integration of form and meaning, it is important that teachers use authentic materials as often as possible. The practice is more effective if students work on something which is an actual part of their everyday life. Songs are such material.
- Music in songs get the students involved in the work in a way that probably no other teaching material would measure up to. Undoubtedly, such a kind of involvement enhances the efficiency of practice. It is also wise not to finish the whole
activity just with the grammar exercise alone but to give students an opportunity to listen to the song several times and sing it.

2. **Krashen's Affective Filter Hypothesis**

Schoepp (2001) suggests that teachers and researchers find using songs valuable due to three reasons, namely, affective, cognitive, and linguistic reasons.

1) Following Krashen's affective filter hypothesis, Schoepp argues that teachers must provide a positive atmosphere conducive to language learning. Songs are one method for achieving a weak affective filter and promoting language learning.

2) As for cognitive reasons, songs present opportunities for developing automaticity which is the main cognitive reason for using songs in the language classroom.

3) As for linguistic reasons, we may say that songs offer a good variety of language samples and prepare the students for real language they might encounter.

The teacher can use music to stimulate interest of her students and bring out their imaginative and creative skills. For example, the students can be made to listen to some pieces of music and are asked to think and visualize what comes to their mind while listening to the music. Then they can be asked to speak what thoughts came to their mind while listening to the music. Here, the students practice both the thinking skill and the speaking skill. Thus, the teacher has created a purpose of speaking and speaking is a way of completing the task at hand, (Sharpe, 2001)

3. **Advantages of Using Songs in the Classroom**

There are many advantages of using songs in the classroom. Songs have been a part of human experience for as long as we
can remember. Their immediate effect is that they relax the listeners and thus provide a positive and non-threatening atmosphere for learning. Songs provide an excellent opportunity for practice and repetition in a non-tedious way.

This repetition helps learning and leads to students becoming comfortable with the target language. To make it more powerful, tune, rhythm and musical instruments all work together. Repetition that naturally occurs in songs can make drill work easier and more pleasant. Songs that contain repetition can be helpful in teaching and expanding grammatical patterns. Words and grammar structures are much more memorable in combination with rhythm and melody. Students can call given language forms to mind simply by singing the song mentally, and this is something people even do involuntarily. That is why we should give students ample opportunity to practice, keeping in mind that they are dealing with tune, rhythm, and language all at once, (Rumley ,1999).

4. How to Teach Songs
The teacher can select some songs to teach some grammar functions to the students. If selected properly and adopted carefully, a teacher can benefit from songs in all phases of teaching grammar. Songs may both be used for the presentation or the practice phase of the grammar lesson. She can use the song at the beginning of the lesson or at the end depending on the need of the students. The teacher can make the students listen to a song and ask what they understood. She can also give the students printout of the lyrics of the song with some words missing and ask them to fill in the blanks while listening to the song. For example, the song “In My Life” by The Beatles.

"In My Life"

There are places I remember
All my life though some have changed
Some forever not for better
Some have gone and some remained
All these places have their moments
With lovers and friends I still can recall
Some are dead and some are living
In my life I've loved them all

But of all these friends and lovers
There is no one compares with you
And these memories lose their meaning
When I think of love as something new
Though I know I'll never lose affection
For people and things that went before
I know I'll often stop and think about them
In my life I love you more

http://www.azlyrics.com/lyrics/beatles/inmylife.html
http://youtu.be/raWEDnyVnEs

5. Grammar Practice Activities

The teacher has to be very careful while selecting the songs for teaching English. The teacher should keep the background of the students, purpose of teaching, relevance to the syllabus and interests of the students at the back of her/ his mind while selecting the songs. It is also beneficial to allow the learners to take part in the selection process to enhance learners’ interest.

1. Written exercises

Written exercises are a common and useful way of giving students concentrated practice of language items.

Task-1-

1- Listen to the song and fill in the blanks with the missing verbs.

There are places I ________________________
all my life,
Though some ________________________
Some forever, not for better,
Some ________________________ and some remain.
All these places ________________________ their moments
With lovers and friends I still can recall.
Some ________________ dead and some ________________ living.
In my life I ________________________ them all.
But of all these friends and lovers,
There is no one ________________________ with you,
And these memories ______________________ their meaning
When I __________________ of love as something new.
Though I know I_____ never __________________________ affection
For people and things that ___________________________ before,
I know I_____ often __________________ and __________________________ about them,
In my life I___ ____________________ you more.
Though I know I_____ never __________________________ affection
For people and things that ___________________________ before,
I know I_____ often __________________ and __________________________ about them,
In my life I___ ____________________ you more.

**Task- 2-**

Find examples of verbs in the:

- **simple present** -

- **simple past** -

- **simple future** -
Task 3-
Make a list of some places that are important in your life. Think about why they are important to you. Tell a partner about them.

<table>
<thead>
<tr>
<th>Place</th>
<th>Why it is important?</th>
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</tbody>
</table>

Example:

A: Are there any places that you consider important in your life?
B: Yes, Rio de Janeiro.
A: Why is it important to you?
B: That's where I grew up. I have a lot of friends there.
A: Do you go there often?
B: Not really. I haven't been there since 2005.

How to Teach Present Perfect through Jokes
Teaching grammar is very important, but the matter is how to teach it to be more effective. When teaching grammar is too dependent on rules and memorization, it makes the class so boring for students. Deiter (2000) mentioned teaching is a serious business, but there is a difference between being serious and being solemn. A teacher can discuss something very seriously and be funny and laughing at the same time.

As mentioned by Deiter (2000), humor as a teaching tool can create a positive, fun, interesting environment that plays an important role in promoting class attendance and student learning. Wanzer (2002) noted that humor is one instructional tool that can be used in the classroom to increase the teaching effectiveness.

Hativa (2001) provided a classification of humor in teaching that included three categories. The first one was verbal humor that consists of jokes, anecdotes, language play, etc. The second category was nonverbal humor such as cartoon, caricature, photon, and visual pun. The last one was a combination of verbal and nonverbal humor, which consists of impersonation, parody, satire, monologue, and skit. The kind of humor that has been discussed in this research is verbal humor especially jokes.

Woolard (1999) in his book “Grammar with Laughter”, used jokes to highlight grammatical structures in order to increase learners’ motivation, help them to remember grammatical points, and lead learners to spontaneous practice and consolidation of grammar.
Ketabi and Simin (2009) suggested that humor could be an effective way to help students remember key concepts and structures. Therefore, in learning and teaching grammatical structures humor can be used.

Trachtenberg (1979) asserted that joke telling and humor in an ESL context provides ideal opportunities for mini-grammar lessons. He used formulaic jokes such as Knock, Knock … Who's there? or traditional opening lines for jokes like Did you ever hear about the guy who…? to illustrate grammatical points.

**Task-1**

Complete the jokes by using the correct form of the verb in brackets:

1. Doctor, I'm very nervous. This is the first time I've ever .............. an operation. (need)  
   > Don't worry, I feel the same. This is the first operation I've ever .............. (perform)

2. A famous film star went into a shop in a small town.  
   > Haven't I .............. you somewhere before? Said the shop assistant, (see)  
   
   In the cinema, perhaps? Said the film star with a smile.  
   > May be. Where do you usually sit?

3. Hairdresser: I've .............. a lot of strange customers in my time, (have)  
   > Customer: Have you ever .............. a man with a wooden leg? (shave)  
   > Hairdresser: No. I always use a razor.

4. What are you fishing for? Patient:  
   > Mumamamamoolays.  
   > What do they look like?
I don't know. I've never ...............one. (catch)

5 > Have you ever ............... in the hot sun? (swim)
> Don't be stupid. I only swim in the sea.

6 > What do you do?
> I'm a sailor.
> Have you ever ............... on a submarine? (work)
> No. I can't sleep with the windows closed.

7 > It was my husband's birthday yesterday and he said,
> Take me somewhere I've never ............... before, (be)
> So where did you take him?
> Into the kitchen!

8 > Have you ever ............... from a really bad headache? (suffer)
> Yes, quite often.
> What do you do about them?
> I stick my head through a window and the pane disappears!

9 > Dr Findlay was passing one of his patients in the street.
> Hello, Mrs. Merton. You haven't .............me for ages, (visit)
> I know, doctor. I've been ill.

10 > This is a very good coat. It is made from the best wool.
> Can I wear it in wet weather?
> Of course, madam. Have you ever ............. across a sheep with an umbrella? (come)

A I haven't pleased anyone yet.
B How about 'for tnight'?
C Well, the chickens haven't missed them yet.
D No wonder you've lost your voice.
E Take mine!
F I'm not - it was an echo.
G Have you ever seen a rabbit wearing glasses?
H I know, but you're standing on my foot.
I So he has played with you as well.


References

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- https://www.youtube.com/watch?v=S1Q62RgzIRE