



ABSTRACT

There are many ways to teach grammar to students that can be fun and interesting, such as presentation through real world situations and contexts.

The Communicative Approach arises from the students' needs to speak and be understood because that is our main objective when teaching English. It is important for teachers to know how to prepare students to learn English by focusing on situations and contexts in a realistic manner that challenge students' attention.

Chapter one defines the origin of the Communicative Approach, what the Approach is all about and basic principles of students and teachers when using communicative activities. Also, there are some concepts of grammar, notional-functional approach, and syllabus. Moreover, we talk about the organization of the Notional-Functional Syllabus: notion, function, grammar structure. There are also some considerations for teachers who would like to apply the activities presented in this work.

Chapter two is about the methodology used to develop the communicative activities. These activities are based in the notional-functional approach that facilitates grammar acquisition as part of the teaching-learning process. The first thing the teacher does is activate previous knowledge. Then the teacher presents the grammar point through real communication. For example, the grammar point is presented through a role play, reality, a video, a board game, etc.

Finally, in chapter three, we present a handbook with the activities used to teach grammar. Moreover, we talk about the application and results of these activities.

Keys Work: situations and contexts, Chapter one, Communicative Approach, Notional-Functional Syllabus, Chapter two, in chapter three.



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UNIVERSITY OF CUENCA

PHILOSOPHY FACULTY

GRADUATION COURSE IN ENGLISH LANGUAGE AND LITERATURE

TOPIC:

“TEACHING GRAMMAR THROUGH SITUATIONS AND CONTEXTS”

PREGRADUATE MONOGRAPH

**Prior to obtaining the degree of
BACHELOR IN ENGLISH LANGUAGE
AND LITERATURE**

Angélica Seminario-Juana Sotamba
Authors

Dr. Fabián Rodas
Director

CUENCA – ECUADOR

2010



RESPONSIBILITY

All the content of this thesis is the exclusive responsibility of its author.

Juana Sotamba R.

Angélica Seminario LI.



AKNOWLEDGMENT

We thank God for illuminating us in the developing of this work. We also appreciate the availability of our tutor for helping us, and all the teachers who granted useful knowledge for our professional lives.



DEDICATION

This work is dedicated to my family, that gave me support and help, especially to my mother who is in heaven taking care of me every day. To my father, who has been praying for me. To my dear brothers, Juan Carlos and José Luis, and my sister Veronica, for being always with me. To my boyfriend, Juan Pablo Santos who has inspired me to continue with my studies.

Juana Guillermina Sotamba R.

I want to dedicate this work to all people who have encouraged me to get this degree. This project is dedicated especially to my lovely husband, who has supported me. To my sons who have cheered me up, and to my dear mother, who taught me to make all my dreams come true.

Angelica Seminario LI.



INTRODUCTION

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The Communicative Approach arises from the students' needs to speak and be understood because that is our main objective when teaching English. It is important for teachers to know how to prepare students to learn English by focusing on situations and contexts in a realistic manner that challenge students' attention.

Chapter one defines the origin of the Communicative Approach, what the Approach is all about and basic principles of students and teachers when using communicative activities. Also, there are some concepts of grammar, notional-functional approach, and syllabus. Moreover, we talk about the organization of the Notional-Functional Syllabus: notion, function, grammar structure. There are also some considerations for teachers who would like to apply the activities presented in this work.

Chapter two is about the methodology used to develop the communicative activities. These activities are based in the notional-functional approach that facilitates grammar acquisition as part of the teaching-learning process. The first thing the teacher does is activate previous knowledge. Then the teacher presents the grammar point through real communication. For example, the grammar point is presented through a role play, reality, a video, a board game, etc.

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CHAPTER 1

THEORY AND CONCEPTS

1. THE COMMUNICATIVE APPROACH

1.1.1 Origin

The communicative approach was developed by Robert Langs in the early 1970's. The communicative approach arose after Langs had completed his classical psychoanalytic training.

Therefore, the communicative approach's origin tends to be the influence of preceding methods such as the audiolingual, the grammar translation, the TPR, etc. The communicative approach is the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions with the use of combination of the target language and gestures, the teacher conveys the task at hand and gets the students to introduce themselves and ask their classmates for information.

1.1.2 What is Communicative Language Teaching?

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the Audiolingual Method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.



1.2 BASIC PRINCIPLES FOR TEACHERS AND STUDENTS IN THE COMMUNICATIVE APPROACH

1.2.1 Basic principles for teachers

1. A teacher's main role is facilitating and monitoring rather than leading the class. In other words, “the guide by the side and not “the sage on the stage.”
2. Lessons are usually topic or theme based, with the target grammar “hidden” in the context; e.g., a job interview (using the Present Perfect tense.)
3. Lessons are built around situations/functions practical and authentic in the real world; e.g. asking for information, complaining, apologizing, job interviews, telephoning.
4. Activities set by the teacher have relevance and purpose to real life situations where the students can see the direct benefit of learning.
5. Dialogues are used as the center on communicative functions, such as socializing, giving directions, making telephone calls.
6. Emphasis is placed on engaging learners in more useful and authentic language rather than repetitive phrases or grammar patterns.
7. Emphasis is placed on communication and meaning rather than accuracy. Being understood takes precedence over correct grammar. The fine tuning of grammar comes later.
8. Communicative competence is the desired goal. Being understood in a conversation is the students' goal.
9. Emphasis is put on correct pronunciation and group and individual drilling is used.
10. Authentic listening and reading texts are used more often, rather than artificial texts simply produced to feature the target language.
11. Use of songs and games are encouraged and provide a natural environment to promote language and enhance correct pronunciation.



12. Feedback and correction is usually given by the teacher after tasks have been completed, rather than at the point of error, thus interrupting the flow of the class.
13. Teachers focus the teaching of the foreign language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences.

1.2.2 Basic principles for students

1. Learners are encouraged to speak and communicate from day one, rather than just barking out repetitive phrases.
2. Learners practice the target language a number of times, slowly building on accuracy.
3. Language is created by the individual, often through trial and error.
4. Learners interact with each other in pairs or groups, to encourage a flow of language and maximize the percentage of talking time, rather than just teacher to student and vice versa.
5. Unless the focus is in the accuracy stage of the lesson, learners are corrected at the end of an activity so as not to interrupt their thought process.¹

1.3 CONCEPTS

1.3.1 Grammar is the set of structural rules that govern the composition of sentences, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics.

1.3.2 Notional-Functional Approach is designed to allow learners to express their conversation according to their needs in any given situation. This approach comes from the communicative approach, but in the notional-functional approach

¹ Bernal, Marcelo. Reading and Oral Communication Skills Course Syllabus. University of Cuenca, 2010.



the grammar points are developed in separate parts like the notion, the function, the situation, the grammar structure, and vocabulary.

1.3.3 A Syllabus usually contains specific information about the course, such as information on how, where and when to contact the professor and teaching assistants; an outline of what will be covered in the course; a schedule of test dates and the due dates for assignments; the grading policy for the course; specific classroom rules; etc.

1.3.4 A Notional- Functional Syllabus is a set of materials to be learned by students of a second language. While learning to perform communicative activities, students practice language structures that refer to certain situations and ideas (notions). The language structures are organized to express different interactions (functions) that are possible for different effects.

1.3.5 The organization of a Notional Functional Syllabus is made in terms of the purposes of communication. A syllabus provides continuity and the advantages of situational context; maximum generalization and coherent presentation of different language functions will have a complex structure. Grammar will not be present systematically because form and meaning are not in a one to one relationship.

The following seven categories are included in the development of a notional-functional syllabus:

1. - Notion
2. - Function
3. - Situation
4. - Grammatical Structures
5. - Advantages of a Notional-Functional Syllabus



1.3.6 Notion

The notional category is defined as the topic and ideas that a learner needs to handle. General ideas or topics could incorporate the following: self, family, education, mobility, health, sports, etc.

1.3.7 Function

The function is the purpose for the interaction within a given situation. Guntermann and Philips define functions as the hundreds of purposes for which people communicate either orally or in writing. The following six categories define the functions of communication as outlined by Van Ek:

1. - "Imparting and seeking factual information (reporting/asking)"
2. - Expressing and finding out intellectual attitudes (agreeing/disagreeing)
3. - Expressing and finding out emotional attitudes (surprising/hope)
4. - Expressing and finding out moral attitudes (approval/disapproval)
5. - Getting things done (suasion) (advising warning)
6. - Socializing (greeting/departing)"²

Wilking appreciates the notion approach because it forces one to consider the communicative value of everything that is taught. He labels functions in the following categories:

1. - Modality (to express certainty, necessity)
2. - Moral discipline and evaluation (judgment, approval, disapproval)
3. - Suasion (persuasion, recommendations)
4. - Argument (relating to the exchange of information and views)
5. - Rational inquiry and exposition (rational organization of thought and speech)
6. - Personal emotions (positive and negative)
7. - Emotional relations (greetings, flattery)
8. - Interpersonal relations (status and politeness) (formality vs. informality)

² Ek, Van. Significance of the Threshold-Level in the Early Teaching of Modern Languages. Strasbourg: Council of Europe, 1976.



An example of the notion of self is the function of introductions. These could be on the formal or informal level; students would be taught various utterances to use in each situation.³

1.3.8 Situation

The third category of the notional – functional syllabus is that of situation, in following the pattern of the syllabus, the situation could be that of formally greeting friends or parents or formally greeting a peer.

Example:

1.3.9 Grammatical Structures

The fourth element of the syllabus addresses the grammatical structure to be used in a given notion. A teacher can quickly glance over the syllabus and determine the grammatical structure being taught in a short conversation. The students are using grammar rules without having studied them. When they do encounter the rules in the text, they will already be familiar with the usage, and the use of the syllabus should therefore facilitate the learning of the rules. This is another advantage of the notional functional approach.

Several grammatical structures are found in the sample sentences below:

Notion: family

Function: describing family members

Situation: talking with an exchange student

1.3.10 Advantages of a Notional-Functional Syllabus

-The objective of the audio-lingual method was its own worst enemy. It did not provide for improvisations on the part of the students because only rote memorizations and mimicking a speaker on a tape were produced.

- A notional functional syllabus gives the teacher the advantage to expand the student's capacity. With an audio-lingual background, students were not sufficiently prepared to engage in conversation based solely on memorized expressions. If

³ Wilkins, Daniel. Grammatical Situational and Notional Syllabuses. Strasbourg: Council of Europe, 1972.



they did venture into a conversation, they were confronted with frustration because the memorized expressions only addressed specific situations.

- The notional-functional approach permits the student to create what he needs in a given situation and to perform at the height of his potential. Theoretically, the student's ability to manipulate his linguistic skills with the learned vocabulary allows him to improvise his speech.

- In notional syllabi (theory into practice,) language use is characteristically a process of improvisation based upon a sure command of underlying linguistic improvisation that meets an individual's social and personal needs.

-A unique feature of a notional-functional syllabus is the recycling of vocabulary. In this section, new as well as old vocabulary can be reviewed by the teacher. This is referred to as the cycling approach.

Cycle 1

Notion: family

Function: describing family members

Situation: looking at a family album

Vocabulary: mother, father, etc.

Cycle 2

It might include not only the original vocabulary from cycle I for review, but also new and more complex vocabulary such as father in law, half sister/brother, great grandmother/father, etc. The cyclic element is one of the main attributes of a notional-functional syllabus. This is not only found in the category of vocabulary, but is also implemented when teaching grammatical structures.

1.3.11 Grammar into a Notional-Functional Syllabus.

The grammar included in a notional functional Syllabus is communicative in nature, as opposed to a structural syllabus in which the grammar is introduced according to linguistic theory. Grammar must be included in a language program because it plays an integral part in the whole process of meaningful communication; but it is not to be the organizing principle of the notional functional concept. This approach is characterized by the student's ability to use the language in its context. In contrast, the structural syllabus places the main



objective on the form of the sentence. So, the meaning of the sentence is reduced to a simple, out of context, translation.⁴

1.4 Communicative Learning Activities.

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. These activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson.

1.5 Considerations for Applying these Activities

We want to suggest some considerations which will be very useful for English teachers when they apply this kind of activities.

First, English teachers must be ethical and professional. A good teacher is one who considers his or her students as human beings with differences and needs. It is not just an empty thing that has to be filled with lots of grammar structures. Students have to be the central part of the teaching and learning process as the communicative approach states. Only when teachers change traditional attitudes for professional ones, we can talk about an excellent teacher.

Another useful consideration for teachers is that they have to include two essential aspects in class. The first one is students' well-being. That is, teachers have to satisfy students in order to become an especial being in students' internal life. It is clearly reflected when we see a relaxed and quiet environment, where students feel energy and vitality, adopting an open and sensible attitude to grammar learning. When teachers have a good relationship with their students, students manifest spontaneity and confidence. The second aspect refers to the measure students get involved in the activities. Students must compromise and participate dynamically in the activities development. Thus, teachers have to provide tasks where learners feel concentration, persistence, intense mental

⁴ Laine, Elaine. The Notional-Functional Approach: Teaching the Real Language in Its Real Context. George Masson University Press, 1985.



activity, energy and satisfaction. They need to show the highest limit of their capacities, being competent.

In addition, we suggest to English teachers to consider that teaching grammar is not only to provide the students with a huge amount of grammar structures, but it is to prepare students to use the language in real life.

Finally, English teachers should take into account some basic principles of the communicative approach to be applied in the classroom:

- ✓ Authentic materials are used.
- ✓ One function can have many different forms
- ✓ Students are given the opportunity to express their opinions
- ✓ Errors are tolerated to a certain extent
- ✓ Encourage cooperative relationships among students; opportunity to negotiate meaning
- ✓ The social context of the communicative is essential
- ✓ Learning to use language forms appropriately is important
- ✓ Teacher acts as advisor/facilitator
- ✓ Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.⁵

⁵Source:

http://www.edu.gov.mb.ca/ael/all/publications/MALC_ESL/other_resources/communicative_approach_teach_esl/communicative_approach_teach_esl.doc.



CHAPTER 2

METODOLGY AND STRATEGIES

Since we know that learning grammar is a complex process and sometimes it is boring, it is important to learn a language for communication purposes. We present these activities with some special features to help teachers in the teaching-learning process.

These activities give young students the opportunity to learn grammar and enjoy it. Our students are in tenth level, so they have a lot of energy. Moreover, we present real situation activities such as role plays, dialogues, demonstration with pictures, readings, etc. These activities are based in the notional-functional approach that facilitates the teaching learning process because grammar is presented by means of function, notion, situation, and grammar structure. As we stated before, a notion is a particular context in which people communicate. A function is a specific purpose for a speaker in a given context. For example, the notion of shopping requires numerous language functions, such as asking about prices or features of a product. So the grammar point is presented in terms of notion, function, grammar structure, and vocabulary.

The first thing the teacher does is activating previous knowledge that the student may have about the topic to be covered. Therefore, the students share their knowledge and explore their attitudes for the activity.

Second, the teacher presents the grammar point through real communication. For example, in a role play activity, the teacher presents a dialogue in past tense; the grammar is hidden in the dialogue. The students listen to the dialogue and learn the structure in an unconscious way.

Third, after the teacher has presented the topic, he or she models the grammar point on the board with several examples, so the students see the



structure. After that, the teacher explains the structure and the use of the grammar point.

Next, the teacher encourages the students to give some examples of their own using the structures learned. They practice the new grammar point on the board and with their partners.

Finally, the teacher assigns homework or class work in order to make sure that all the students have learned the new grammar point.



CHAPTER 3

APPLICATION AND RESULTS

We began our investigation in "Manuel J. Calle" High School, but it was not possible to finish there with the application due to some problems, so we decided to apply the activities in "Monseñor Leonidas Proaño" Distance High School. It is located in Santa Isabel. The student's needs, which are to learn English to communicate, are the same in this high school.

In "Monseñor Leonidas Proaño" Distance High School the authorities and teachers helped us to accomplish this goal. Our experiences on applying the activities with the communicative approach were more positive than negative.

First, it was funny to prepare the material for the activities. We really enjoyed making mice of clothes and wool, which were used to teach prepositions. Also, both the students and we enjoyed when the students participated in the robbery role-play because they were assigned different roles and they had to act according to the character.

Second t, the collaboration and participation of the students were immediate and spontaneous. Both the students and we created an environment of confidence and companionship that allowed us to develop the activities in a satisfactory way.

Third, the students demonstrated interest in knowing what the following activity was going to be next. This interest motivated us to continue with the application of our activities. Once we finished the activities, the students demonstrated curiosity in learning more English by means of these activities because they had participated actively.

On the other hand, one of the disadvantages when applying the activities was the time. To teach the grammatical points with these activities we needed more than forty five minutes, of which, ten minutes would be used for the prepared



activity, but it usually takes more time than we expected because we had to give the instructions. Then we developed the activity, and finally the grammar was explained.

In short, the Communicative Approach was applied for the first time with these students, but they felt challenged for not being able to use English fluently because this method had not been used with them before. Nevertheless, the students demonstrated interest with their participation, which motivated us to continue preparing ourselves as teachers applying, everything we have learned from our dear teachers.

ACTIVITIES DEVELOPED WITH THE STUDENTS

BOARD GAME



CAN/ CAN'T



HOW MANY...?



PREPOSITIONS



ROLE-PLAY (PAST TENSE)



TEACHING GRAMMAR THROUGH SITUATIONS AND CONTEXTS



Tips about Teaching Grammar

Do you sometimes feel that you are teaching grammar to the students they already know? The following tips show how you can use communication activities as a helper to focus on grammar. It examines the aims and stages of such a lesson and looks at issues and options surrounding this approach to teaching grammar.



1. Teach only those rules which are simple and which do not have too much exceptions.
2. Do not spend too much time on grammar points which do not appear to be very useful or important. Just make the students aware of the special features.
3. Wherever possible, teach grammar in context.
4. Wherever possible, teaching grammar in context.
5. When presenting grammar, try to use visual aids to present the grammar structure to be taught such as charts, tables, diagrams, maps, drawings and realia to support understanding.
6. Avoid difficult grammatical terminology as much as possible.
7. Allow enough opportunities for practice.
8. Engage students to deduce the meaning, the form and the use of the grammar point.
9. Check students understanding by asking yes/ no questions focusing on form, meaning and use.
10. Get students to practice the structure through Repetition and Substitution Drills, Word Prompts, and Picture Prompts.
11. Try to provide maximum practice within controlled, but realistic and contextualized frameworks and to build students' confidence in using the new language.



12. Provide students with opportunities to use new language in a freer, more creative way.
13. Create activities in which students can integrate new language with the previously learnt language and apply what they have learnt to talk about their real life activities.
14. Teach aspects of grammar those are particularly useful in helping students edit sentences for appropriateness. This may include concepts like subject, verb, and predicate; clause and phrase; grammatical sentences versus run-ons and fragments; and usage.
15. Do not be frustrated by the students' mistakes and errors, which are inevitable in language learning. (Spada and Lightbown, 1993)

UNIT 1

A BANK ROBBERY ROLE-PLAY





UNIT 1

A BANK ROBBERY ROLE-PLAY

NOTION: "A Bank Robbery"

FUNCTION: Describing events in the past.

SITUATION: A dramatization of a robbery to describe events in the past.

GRAMMAR STRUCTURE:

Two men with a mask went into the Pacific bank.

S **Past Verb** **C**

VOCABULARY: Verbs in past tense: ran, went, demanded, saw, had, cried, etc.

PROCEDURE:

1. First, the teacher prepares the scenery where the role play will be developed (the bank, the customers, the money, the witness, etc.)
2. She/he writes on the board the vocabulary that will be used through the role play. (gun, bank, robber, robber, witness)
3. The teacher presents the setting, the characters, and the narrator.
4. Then she/he gives to the students the dialogues. The teacher gives the students some time in order to read the dialogues they will say during the role play.
5. She/he explains to the students that they will participate in a bank robbery role-play.
6. During the role-play development the narrator, will rise his/her voice tone in order to let the students listen to the pronunciation of the verbs in past tense.
7. After the role play, the teacher could change students' character in order to make other students to participate. (If there is time).



8. Finally, the teacher writes on the board some sentences from the story in order to teach the structure in the past tense. She also explains about the use of some verbs in the past.

Materials: pictures of a city, of a bank, a robber, flashcards with people, masks, clothes, and sheets with dialogues.

A BANK ROBBERY ROLE-PLAY

It is a sunny day in Cuenca city. There were many customers in the Pacific bank. Everything in the bank was going well, but the customers they did not see that two men with a mask entered in the bank. One of them had a guitar and the other one had a microphone.

When the people saw the two men, they surprised and laughed at the same time. The two men walked to the counter slowly. Immediately, the counter called to the police and here we have the conversation between them:

Police: Hello, Police Station. Can I help you?

The counter: "Hi, I'm calling from the Pacific bank. There are two men with masks who entered in the bank.

Police: Are they armed?

The counter: No, they are not really armed.

Police: I'll be there in a few minutes.

While the counter was at the phone, the two men were waiting for her to be free. But when the two men looked at her fixedly, the counter started to take out the money. Then one of the two men said: "One man called Christian hired us to make this." "Yes, he payed us a lot of money, jajajajajaja," said the other one.

Then the other one took out a candle and put in front of her. The other man turned on the candle. Finally, the two men started to sing and dance because it had been the counter's birthday.

UNIT 2 IN THE ZOO





UNIT 2

IN THE ZOO (Suggestopedia activity)

NOTION: In the zoo.

FUNCTION: Using how many for countable nouns.

SITUATION: Visiting a zoo.

GRAMMAR STRUCTURE:

How many lions do you see? I see two lions in the forest.

How many giraffes do you see? I see three giraffes.

VOCABULARY: zoo, giraffe, lion, etc.

PROCEDURE:

1. First, the teacher asks the students to close their eyes and relax. The students must not think about anything and relax.
2. Then the teacher asks the students to imagine that they are visiting a zoo. They can say how they feel or what they see in that moment.
3. The teacher tells the students about the weather, the sky, and the smells.
Teacher: "Close your eyes, feel comfortable, and imagine you are in a zoo. The wind touches you and the smell is delicious."
Teacher: Do you like wild animals? Would you like to see some animals in the zoo?
Student: "Yes."
4. Then the teacher asks the students to say the name of some wild animals, but the students must still remain with their eyes closed.
5. The students name animals one by one, while the teacher sets them in the zoo's scenery.
6. The teacher then arranges the scenery that will finally be the zoo.



7. After the teacher models the structure for two times saying "How many tigers/lions/bears do you see in the zoo?" "I see five/two/three tigers/lions/ in the zoo", the students repeat the same structure with the teacher.
8. The teacher makes some students participate, and with the help of the teacher, the students form the structure and write it down on the board.
9. Then the explanation about the grammar point will come after.

Materials: pictures of animals in a zoo, flashcards of different animals, soft music, air freshener, and ribbons of colors.

UNIT 3

A SMART MOTHER





UNIT 3

A SMART MOTHER

NOTION: "A Smart Mother"

FUNCTION: Using the present tense to make sentences. The "s" form of the verb.

SITUATION: Reading about a dog called Tasha and her puppies.

GRAMMAR STRUCTURE: Tasha lives with Gary.

Sub + V + Complement

VOCABULARY: has, lives, runs, bowl, puppies, yard, books.

PROCEDURE:

1. First, the teacher asks the students to look at the picture of the reading and elicits them to say some words about the picture, and then he/she writes these words on the board.
2. The teacher reads the story for the first time and shows the pictures according to the sequence of it.
3. Then the teacher reads the story again and shows the pictures with sentences to the students.
4. Students relate the picture with the sentence under it.
5. After that, the students are given the sheets with the reading, and they underline the sentences they do not understand.
6. The teacher takes out the sentences and write them on the board to analyze them referring to the structure of the sentences in present tense. Also the teacher focuses on the "s" form of the verbs.
7. Finally, the teacher writes more examples on the board and others given by the students.

MATERIALS: sheet of reading "A smart mother", flashcards, board, marker.

UNIT 4

"I CAN DO THAT"





UNIT 4

I CAN DOT THAT (Dialogue)

NOTION: I can/can't do that.

FUNCTION: Describing abilities with can and can't.

SITUATION: In a friend's home.

GRAMMAR STRUCTURE: I **can play** the guitar, but I **can't drive**.

VOCABULARY: play, drive, dance, cook.

1. The teacher start the class saying: "Last weekend I was in my friend's home, Joel/Sarah, ready to have fun. His parents were not at home, so there were a lot of things to do such as, playing tennis, dancing, singing, playing the guitar, driving the car and cooking".
2. The teacher then models the sentence saying and miming using the different objects: "After talking with my friend about what to do, my friend decided to play tennis, but I said "I cannot play tennis, but I can play the guitar" (the teacher acts out that he/she is playing the guitar). But my friend replied: "I can play tennis, but I cannot play the guitar. Then I said: "Let's go dancing, but my friend said "I cannot dance, but I can sing. Then we decided to dance and sing because I can't dance, but I can sing, too.
3. Then the teacher engages some students to dramatize the actions he/she can do by saying the examples: I can cook, but I cannot drive.
4. The teacher writes the examples on the board and focus the grammar structure of the modal **can**. Example: I **can** dance, **but I cannot sing**.
5. Finally, the teacher writes more examples on the board until the students have understood completely.

Materials: toys such as a guitar, rackets, a ball, a car, a microphone, etc to model the actions.

UNIT 5

MICE IN THE CLASSROOM! (REALIA)





UNIT 5

MICE IN THE CLASSROOM! (REALIA)

NOTION: Mouse Trouble.

FUNCTION: Using expressions with prepositions.

SITUATION: Some mice come up in the classroom.

GRAMMAR STRUCTURE: There are two mice are **in front of** us. Another mouse is **under** the table. There is a mouse is **over** the desk.

VOCABULARY: Prepositions of place: behind, in front of, under, next to, at the back of, between, above, etc.

PROCEDURE:

1. First, the teacher reviews the vocabulary with the students about the parts of the classroom and writes the words on the board. (window, desk, table, etc)
2. Then the teacher asks the students to close their eyes while she/he puts the mice everywhere in the classroom.
3. After that, the teacher screams "There are mice in the classroom!" then the students open their eyes and see the mice in the classroom.
4. The teacher describes the position of each mouse in the classroom in order to model the sentence using the prepositions and says "There are two mice are in front of us. Another mouse is under the table. There is a mouse is over the desk" listed on the board.
5. The teacher repeats the sentences for a few times, focusing on the prepositions to be learned. As the teacher describes the mouse's position in the classroom, she/he demonstrates the preposition.
6. The teacher then engages the students to describe the position of some mice using the prepositions to form sentences.
7. The students may need help with suitable language, so they can look at the new vocabulary listed on the board.
8. After that, in order to practice what they have learned, the teacher asks the students to pick up from a box a paper which has a preposition. The students have to make a sentence with the preposition written in the paper.



9. Finally, the teacher gives some candy to the students who write correct sentences with the prepositions.

Materials: Fourteen mice made of cloth and wool.

UNIT 6

I'M GOING TO

BOARD GAME

1 Start	I'm <u>going to</u> go shopping next Saturday.						
2. Clean my room	3. go to the cinema	4 FREE 	5. visit Tokyo	6. go swimming	7  Go back 4 spaces	8. eat lunch	9. have a rest
 Going to  <i>tomorrow, tomorrow morning</i>							10. write a letter
18. watch a movie	17. go to the dentist	16  Go forward 6 spaces	15. go on a trip with family	14. send an email	13 FREE 	12. ride a camel	11. go shopping
19. read an English book	 <i>next week, next month</i>					 will	
20. listen to music	21 FREE 	22. see a doctor	23. visit the Great Wall	24. surf the internet	25. play with my friends	26  Go back 6 Spaces	27. call my mother



UNIT 6

"I'M GOING TO"

BOARD GAME

NOTION: Board Game.

FUNCTION: Using "going to" to express actions in the future.

SITUATION: Playing a board game.

GRAMMAR STRUCTURE:

I **am going to** go to the cinema.

Going to + VBF+ Complement

PROCEDURE:

1. The teacher says to the students that they are going to play a board game, so he/she gives a dice to some students.
2. The teacher divides the class in two groups and each participant of the team has to take turns to play.
3. The teacher throws the dice in order to model the game. He/she will do two or three times until the students understand the game.
4. The students have to roll the dice and advance according to the number of the dice.
5. They have to use a time expression and make a sentence using "going to." For example: I'm going to watch a movie later this evening.
6. Every time the student says the incorrect sentence he/she will go back to start.
7. If the student says the correct sentence he/she will win some candy and two points to his/her team.
8. After all the class has participated in the game, the teacher takes some sentences of the game and writes them on the board in order to explain the structure.
9. Finally, the students write their own examples on their notebooks.

Materials: a board game, dice

UNIT 7

SAVE THE PLANET!





UNIT 7

SAVE THE PLANET!

NOTION: Taking care of our planet.

FUNCTION: Using the modal should/shouldn't to give advice.

SITUATION: Looking a video of the environment.

GRAMMAR STRUCTURE:

We **should recycle** papers and batteries.

Modal + VBF

You **should not** throw rubbish to the rivers.

Modal Not + VBF

PROCEDURE:

1. The teacher starts the class talking about the environment pollution.
2. The students and the teacher share ideas and opinions.
3. Then the teacher shows a video to the students about the environment pollution.
4. After the students have finished watching the video, the teacher takes some parts of the video and talk about what they should do o shouldn't do to protect the planet.
5. Then the teacher engages the students to say some examples from the video using "should and shouldn't."
6. Once the students have understood the use of should or shouldn't to give advice, the teacher writes the students' sentences on the board to focus on the structure.
7. Finally, the teacher gives the students a sheet with some exercises with should or shouldn't for the students to practice what they have learned.

Materials: video about environment pollution, a worksheet.

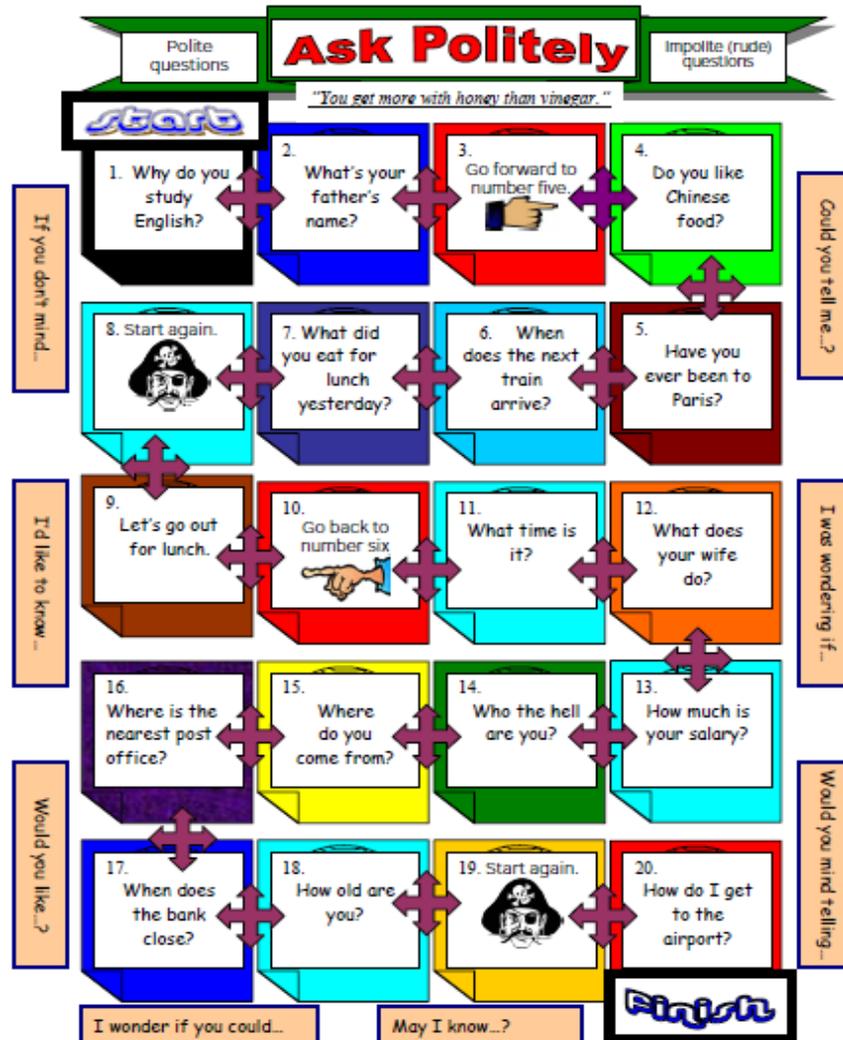


Follow up activity

1. He is always tired. A. He should study harder.
2. There are no clean plates. B. He shouldn't work so much.
3. Joel got bad grades in the school. C. Well, you should do some washing.

UNIT 8

ASK POLITELY BOARD GAME





UNIT 8

ASK POLITELY BOARD GAME

NOTION: Ask politely.

FUNCTION: Asking polite questions using modal verbs (may, can, could).

SITUATION: Playing a board game.

GRAMMAR STRUCTURE.

- **Impolite question:** What did you eat for lunch yesterday?
- **Polite question:** I'd like to know what you ate for lunch.

VOCABULARY: Modal verbs.

INSTRUCTIONS:

1. The teacher explains how the game is played.
2. The teacher rolls the dice and count spaces according to the number on the dice. Wherever the dice lands, she/he reads the sentences, and, using the polite question prompts at side, changes the question into a suitable polite question.
3. If the player falls in the pirate space you go back to start.
4. If the dice falls in the space with a backward pointing finger, the player returns according to the description in the space and vice versa for the forward pointing finger.
5. Every time a player lands on a space she/he has to change the direct questions to an embedded question or polite questions.
6. After finish playing the game, the teacher explains to the students how the structure is formed.
7. The teacher writes more examples for the students to understand the structure.
8. Then the teacher takes some phrases and writes them down on the board.



9. Finally, the teacher explains the structure of making polite questions with modal verbs.



CONCLUSION

Student's grammar problems will never end for teachers. However, it depends on us to solve these problems, making students feel comfortable and happy when learning a second language.

When we worked in this topic "Teaching grammar through situations and contexts" we enjoyed searching information about it in different books and also in the internet. We got interested in the Communicative Approach because we wanted to see students' reaction towards grammar learning and of course to see what would be the results of applying activities of real situations and contexts. Of course it was a different way to learn grammar since when we applied the activities with this method we felt that there was confidence among students and teachers; and that motivated us to learn more about this approach.

Another reason that motivated us was our tutor's help, Dr. Fabian Rodas. When he corrected our work, we learned from mistakes, so that was very important for us because he guided us to present a good work.



RECOMMENDATION

We would like to present some realities and suggestions for teachers who have to teach grammar as part of the teaching-learning process:

- ❖ Nowadays, the methodology used to teach English is the most advanced one, especially the strategies and techniques for teaching grammar, which teachers should include in their curriculum.
- ❖ Students like to learn grammar, but they don't enjoy it, so teachers should use games.
- ❖ Students learn through a wide variety of methods. For this reason, teachers should apply different kinds of activities, where students demonstrate their abilities.
- ❖ Grammar should be produced by students; therefore, teachers shouldn't ask students only to memorize it.



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