

Some techniques for teaching language focus in English grade 9

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Abstract

Today, teaching grammar not only follows magnetic analysis type and sentences, but also teaching grammar is done through exercises combined with language skills, studying methodology, using skills, etc.

To teach grammar effectively, teachers need to be flexible in choosing teaching methods and techniques so that they reach goals of the lessons. In this article, the author has brought out the real situation of the problem and some techniques to teach the Language Focus in the 9th grade English book effectively. In addition, teachers must explain to students the importance of studying grammar, so they can use language in a meaningful way and express what they want to communicate. Most importantly, students understand the form and meaning of the grammar they are learning, so they can use the language effectively.

Keywords: Teaching techniques, effective, English, grammatical structures, grade 9th students.

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1. Introduction

Teaching foreign languages in general and English in particular is extremely important, especially in high schools to catch up with the general evolution of world civilization and culture. Therefore, it is required that the instructors of this subject always have the responsibility and dedication to convey knowledge effectively, to meet the goal of middle school is After completing the middle school English program In junior college, students can:

- Using English as a communication tool through the four skills of listening, speaking, reading and writing to meet basic and direct communication needs in close and daily situations.

- Have basic knowledge of English, including phonetics, vocabulary, grammar; Through English, have a general understanding of the country, people, cultures of the English-speaking countries and other countries around the world, at the same time understanding and being proud of the values of their own culture. The academic year 2019-2020 is the first school year for Tuyen Quang school, so there are still a lot of surprises in teaching, especially English. Most teachers are very concerned, thinking about how to effectively teach LANGUAGE FOCUS to improve the quality of the test, as well as improve the quality of teaching in English to help students have positive attitudes. for subjects and learning English, initially know how to use English to learn other subjects in general education program.

1. The reality of the problem

At the beginning of the 2019-2020 schoolyear, the Foreign Language Department of Tuyen Quang School gave students an entrance test to assess students' proficiency. Table 1 below is the results of entrance test of 30 students of grade 9A at Tuyen Quang School:

Table 1: Results of the 9th grade students' entry test

Mark	1	2	3	4	5	6	7	8	9	10
Numbers of tests	0	2	1	1	7	8	6	4	1	0

Facing the above situation, the teachers in the Foreign Language Department - Tuyen Quang School really want to find effective teaching methods in English to improve the situation of students in the school in general and 9A students. in particular.

Currently, there are many reference books as well as professional fostering textbooks actively supporting the innovative teaching method of foreign language teachers. In addition, every year, the Department also organizes professional training classes for teachers, organizes meetings of professional clusters, organizes lectures, reports on topics that go into the expertise to help teachers of foreign languages access and use the most effective new methods. However, teachers in schools can not apply stereotypes to all practical teaching conditions, but require teachers to know how to selectively implement to suit student's level, student's age, school and class facilities.

Some lessons of LANGUAGE FOCUS, permanent teachers are focused on teaching grammar knowledge, so students do not have much time to practice the required skills through exercises in the textbook. Or the teacher cannot choose the teaching techniques and activities that are suitable for the exercises, with the requirement of training the skills of the exercises, making the lesson ineffective. Even the abuse or neglect of certain game activities can cause the class to not meet the set requirements.

Therefore, the classification and selection of activities, teaching techniques to suitably apply to each exercise is an important job that determines the success and

effectiveness of the lesson. In addition, designing a reasonable teaching plan for each period will help teachers be proactive in class time, flexible in teaching activities, as well as guide students in a reasonable combination, studying at home as well as in the students' classroom, so that the time is used in the most reasonable and effective way.

2. Some effective teaching tips

1. Tips to introduce the form and meaning of grammatical structures

Before going into practice, teachers introduce forms and meanings of grammatical structures by word and writing on the board. To introduce meaning, I often choose to use techniques that are suitable for different articles, so that there are changes in the possible conditions so as not to cause boredom, for example:

a) **Vision:** Using real objects, drawings or pictures, which can be combined with facial expressions, gestured to illustrate meaning. For example:

"Lesson 10": Part LF 1 page 89

Teacher can use real gift box to review "modals: may / might"

T: This is a present. Do you know what it is?

S: No.

T: However, you can guess. What may it be?

S: - It may be a book.

- It may be a box of chocolates / cookies. (etc.)

After students use the verb "may" (or might) to guess, the teacher helps the students review these two verbs with their formula and usage:

“Form: may/ might + bare infinitive

Use: may/ might is used to talk about present or future possibility

Might is normally a little less sure than May” [*English Grammar in Use*]

b) Comparative comparison of grammatical structures:

When we have to introduce two or three grammatical structures at a time, in order for students to see the differences in these structures, we use a way for students to compare sentences and point out the differences between structures. For example:

Unit 7: period LF 3 page 64

T: Now I give you some examples to show the differences between the suggestions, using "I suggest ... " Listen: I suggest collecting some money / I suggest that we should collecting some money. Tell me the differences between these two sentences.

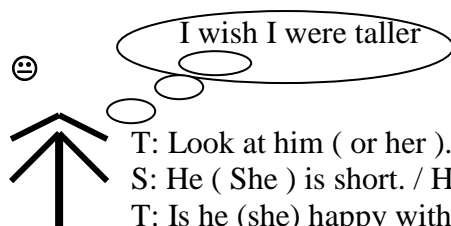
S: Sentence 1: ... suggest + V-ing, sentence 2 : ...suggest + that-clause.

T: That's right.

Then the teacher concludes and helps students grasp the purpose of using and the proposed sentence structure before entering the practice phase.

c) Use situations:

Some content can use the method of stating situations, I use pictures or drawings to state situations. For example to teach the structure "The past simple with WISH" in Unit 1: L.F 3, I draw on a simple drawing board (short people):



T: Look at him (or her). What does he (she) look like?

S: He (She) is short. / He (She) isn't tall.

T: Is he (she) happy with it ?

S: No

T: What does he (she) have in his (her) mind ?

S: I wish I were taller

T: What tense was used in the clause after WISH ?

S: Past tense

Next, the teacher introduces the structure and purpose of using WISH

d) Translation:

Some teacher structures can translate from Vietnamese into English or vice versa. For example:

Lesson 8: Part LF 4 page 72

T: Thu Ha is not satisfied with her preparations for Tet. Thu Ha has decorated her house and made plenty of cakes.

Combine two sentences above into one by using a connective- EVEN THOUGH

S: Thu Ha is not satisfied with her preparations for Tet, even though she has decorated her house and made plenty of cakes.

T: Vietnamese?

S: Thu Ha is not satisfied with her Tet preparations, even though she decorate the house and makes a lot of cakes.

2. Tips for practicing sentence practice

The sentence training exercises have been compiled in the textbooks in many different forms to pass language knowledge to practice the skills for However, these exercises are only tools that teachers must teach how to guide students to use them to complete academic goals. Here are some techniques that I have used in guiding students to practice sentences:

a) Repetition drill

When training grammatical structures, the author is interested in the difference in the properties of communication or mechanical exercises. A mechanical exercise occurs when the student does not need to understand the meaning of the structure and can still do it.

Teachers need to know how to bring into play the advantages of this form of writing that students will be familiar with the English language stress system, rhythm and intonation through which the meaning of a sentence is expressed. Besides, students can get acquainted with the English sound system through listening - speaking. At the same time, teachers should not abuse this type of exercise because of mechanical, imposing, easily boring, not promoting students' thinking. Regarding the teacher's skills, we pay attention to set up some gestures to control the class so that we do not have to talk much. Example waving students to repeat instead of always saying "Repeat after me / Repeat"

b) Substitution drill

Alternate exercises appear in the "LANGUAGE FOCUS" section of some card units. In this exercise, students practice listening-speaking in a sample lesson based on the learning structure. We create favorable conditions for students to practice with supportive media such as pictures, posters, ... and organize the practice of pairs, groups, ... It is worth noting that this type of exercise is in the program. English (usually in the form of a complex conversation, so it is necessary to proceed from simple to complex so that students can practice more easily and deepen the language knowledge being learned.

Lesson 2: Part LF 2 page 20: Teachers use posters write sample articles and alternate information boards.

T : You and your friend are visiting HCMC. Look at the notes, there are things you have done, and some things you haven't done, what are they?

S : “- I have seen GiacLam Pagod

- I have eaten Chinese and French food
- I haven't seen Reunification Palace, Zoo and Botanical Gardens.
- I haven't tried Vietnamese and vegetarian food.”

[*Explain English grammar*]

Ask students to look at the dialogue and elicit from Ss the use and the position of ALREADY and YET in the sentence. Then practice the dialogue in pairs (close / open):

S1 : Have you seen the Reunification Palace yet ?

S2 : No. I haven't.

S1 : Have you tried French food ?

S2 : Yes. I've already tried it.....

Sometimes teachers don't pay much attention to this type of exercise because it is not common in tests. However, with the principle of going from simple to complex, at the same time focusing on training all skills, in which focusing on using language for communication purposes is essential.

3. Strengthening procedure, post-training test

Most of the knowledge of English 9 grammar is reviewing, systematizing, consolidating knowledge learned in grades 6-8. Therefore, most exercises in LANGUAGE FOCUS lessons are to reinforce and test the learned grammar knowledge. In order to help students absorb content knowledge and practice application skills, in addition to guiding them to do their homework, I think it is necessary to give them a sense of excitement and excitement for them. participate in lessons as well as acquire knowledge. To do this, the best way is for the teacher to apply the right tricks and at the same time the game format will have a positive effect in stimulating excitement for students.

The common tips that can be applied for the purpose of this lesson are: Dialogue build, Dictation, Gap fill, Matching, Network, Finding friends, Find someone who, ordering words, Write-it-up, Language games. I am interested in the effective and reasonable use of Language games tricks, of course on the basis of preparing a careful lesson plan to take initiative in time and not overdoing it, which can "burn out lesson plans".

This trick includes games like: Chain game, Noughts & crosses, Pelmanism, Guessing game, Rub out and remember, Lucky numbers, ...

Exercises that can use Language games such as:

Unit 1: Part LF 2 page 12:

Lucky numbers (group work - Time: 10')

- Teaching aids: pictures (p.12) and the poster :

1. make / a cake
2. L.N
3. L.N
4. buy / flowers
5. hang / colorful lamps
6. go / shopping
7. L.N
8. paint / a picture of HaNoi

- Divide the class into 2 groups.

- For a lucky number, Ss will get 2 points without answering any questions. For other numbers, Ss have to write the things Lan and her friends did to prepare for the party, using the words given. 2 points for a correct sentence.

Ex. : make / a cake → Lan made a cake. Etc.

Unit 2 : section L.F 3 / P. 20

Survey (Group work -Time : 5 -7')

- Teaching aids : handouts
- Divide class into groups of four

- Samples :

S1 :Have you ever read a comic ?

S2 : Yes, I have.

S1 : When did you last read one ?

S2 : This morning.

S1 : Have you ever been to Singapore ?

S2 : No, I haven't.

- Give feedback

Unit 4: Part LF 4 page 39

Lucky numbers (Group work - Time: 10')

- Teaching aids: the poster :

1. LN
2. How old are you?
3. Is your school near here?
4. What is the name of your school?
5. LN
6. Do you go to school by bicycle?
7. Which grade are you in?
8. Can you use a computer?
9. Why do you want this job?
10. When does your school vacation start?

Divide the class into 2 groups.

- For a lucky number, Ss will get 2 points without answering any questions. For other numbers, Ss have to turn the direct speech to the reported speech. 2 points for a correct sentence.

Ex: 1 → She asked me how old I was. etc.

Unit 5 : Part LF 4 page 46

Chain game (Time: 10')

S1: My father likes watching sports but my mother doesn't. She loves listening to music.

S2: My father likes watching sports, my mother loves listening to music but my sister doesn't. She enjoys playing games.

S3: My father likes watching sports, my mother loves listening to music, my sister enjoys playing games but my brother doesn't. He likes watching advertisements.etc.

Unit 6: Part LF 3 page 55

Noughts and Crosses (Group work - Time: 10')

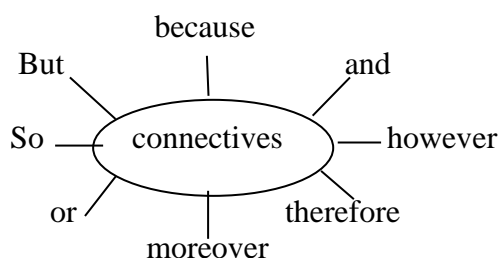
- Teaching aids : the chart :

(1) pleased /work hard	(2) excited / go / DaLat	(3) sorry / break bicycle
(4) disappointed/not phone	(5) amazed/win first prize	(6) sure / like film
(7) happy / pass exam	(8) afraid / not help you	(9) delighted/show/good

- Divide the class into teams : 0 & X
- Model sentence :
 - (1) I'm pleased that you are working hard.
 - (2) I'm excited that I can go to DaLat...

Unit 7: Part LF 1 page 62

Brainstorming (Individual work - Time 5')



- Ask Ss to think of connectives that they have learnt
- Have Ss write down the connectives
- Give feedback
- Ask Ss to give Vietnamese meaning
- Ask Ss have to complete the sentences by using correct connectives

Unit 9: Part LF 1 page 81

Quiz (Group work - Time 7-10')

- Divide the class into two teams
- Call out the questions and Ss have to answer as quickly as possible. The team having the right answers get good marks. The team which has more marks wins the game.

- Questions :

- “1. Which country won the 1998 Tiger Cup? (Singapore)
2. Which animal has 1 or 2 horns on its snout? (rhinoceros)
3. Which explorer diccovered America? (Christopher Columbus)
4. Which planet is closest to the earth? (Venus)
5. Which animal was chosen to be the logo of Sea games 2003? (Buffalo)
6. Which ASEAN country is divided ino two regions by the sea? (Malaysia)
7. Which food can you chew but can't swallow? (Chewing gum)
8. Which thing can you swallow but can't chew? (water)”

[Explain English grammar]

(After that ask Ss to answer the questions, using the Relative pronouns WHICH or WHO)

Unit 10: Part LF 3-4 page 90-92

Matching Game (Stage: Production - Group work - Time : 5-8')

- Divide the class into two teams (A & B)
- Each student from team A writes one if clause (of the conditional sentences type 2) on a small piece of paper.
- Each student from B writes one main clause.
- Take 2 pieces of paper from 2 teams to have a complete conditional sentence.Call on some students to pick up 2 pieces of paper from two teams and all out the sentences.

The above are just some illustrative examples of exercises that are done in the form of games to attract students' interest in learning as well as ensure the principle that

students play a central role with a suitable method. student physiology. Other exercises the author also put into the same games. Even some extra exercises in the consolidation step (Production) in the class.

After one semester of applying effective teaching methods, the results of the first semester exam in English for 30 students of grade 9A at Tuyen Quang School are as follows:

Marks	1	2	3	4	5	6	7	8	9	10
Numbers of test	0	0	0	1	2	5	8	7	5	2

2. Conclusion and Discussion

With what the author has done, it is not beyond the purpose of effectively teaching English subject by the method of communication with current textbooks. The problem is that with a heavy class of grammar practice exercises, if not well, the teacher will return to the old method: word analysis, sentence analysis, teacher instructing students to solve the textbook exercises, ... obscuring the function of practicing Listening-Speaking-Reading-Writing skills, failing to achieve the goal of helping students practice communication in English. In addition, the author is interested in understanding each type of exercise to choose a suitable teaching-learning technique to achieve efficiency with each lesson period. Flexibility, paying attention to changing tips, choosing suitable activities, allocating reasonable time - stimulating students' interest in learning is our goal.

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3. References

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