

**UNIVERSITY OF LATVIA  
FACULTY OF EDUCATION, PSYCHOLOGY AND ART  
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**SONGS IN ENGLISH TO INVOLVE GRADE 10 STUDENTS IN  
INDUCTIVE GRAMMAR ACQUISITION**

**DZIESMAS ANĢĻU VALODĀ 10. KLASES SKOLĒNU IESAISTEI  
INDUKTĪVĀ GRAMATIKAS APGUVĒ**

**DIPLOMA PAPER**

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## DECLARATION OF ACADEMIC INTEGRITY

I declare that this study is my own and does not contain any unacknowledged work from any source.

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3 June, 2015

## ABSTRACT

The author of the Diploma Paper has been working as an English language teacher for eight years. Grammar has always been a problem for many of her students. Part of them do not like forms of verbs, some students are not interested in capital letters, prepositions or phrasal verbs, but others have difficulties with tenses and word order. There can be many reasons why students do not like the English grammar. No doubt that some of them simply do not like to study. It can also be some kind of protest form to demonstrate others that they can do everything they want to do. A few of them have negative experience from previous schools or even learning difficulties.

Students still do not understand that grammar is an essential part of any language. They will need this knowledge to fill in different forms, write CVs, formal and informal letters, pass examination in Grade 12 and even to speak correctly.

The author of the Diploma Paper chose songs in English as grammar acquisition method to help her students to improve their grammar knowledge. The title of the Diploma Paper is “Songs in English to Involve Grade 10 Students in Inductive Grammar Acquisition.”

The chosen method of research was a case study and research sample was Grade 10 students from vocational secondary school in Madona region. The methods of data collection were data from students’ nine-year basic school certificates and diagnostic works, two questionnaires and analysis of students’ final works (poems). One questionnaire was used to explore students’ difficulties in grammar, another questionnaire was used to find out other English language teachers’ opinion on the topic, and the analysis of students’ final works was performed to understand if this method really worked.

In author’s opinion, songs in English as the grammar acquisition method really works. Teachers can use their own or their students’ favourite songs to create interesting and effective tasks to teach the English grammar (prepositions, forms of verbs, tenses, phrasal verbs, the 2<sup>nd</sup> conditional and others). Though at the beginning students were confused and did not want to participate, at the end both the teacher and the students were satisfied with the results – poems on grammar rules, which they created on their own, and improved grammar knowledge.

**KEY WORDS:** the English language lessons, difficulties in grammar acquisition, inductive approach, songs in English, creativity of the teachers, motivation.

## ANOTĀCIJA

Diplomdarba autore ir strādājusi par angļu valodas skolotāju astoņus gadus. Gramatika vienmēr ir sagādājusi grūtības daudziem viņas skolēniem. Daļai no viņiem nepatīk darbības vārdu formas, dažus skolēnus neinteresē lielo burtu lietojums, prievārdi vai frazālie darbības vārdi, bet citiem grūtības sagādā laiki un vārdu kārtība teikumā. Var būt dažādi iemesli, kāpēc skolēniem nepatīk angļu valodas gramatika. Nav šaubu, ka daži no viņiem vienkārši negrib mācīties. Tas varētu būt arī sava veida protests, lai parādītu citiem, ka viņi var darīt, ko grib. Pāris skolēni ieguvuši negatīvu pieredzi, apgūstot angļu valodu pamatskolā, vai viņiem ir grūtības mācību vielas apgūvē.

Skolēni joprojām nav sapratuši, ka gramatika ir ikvienas valodas svarīga sastāvdaļa. Šīs zināšanas viņiem būs nepieciešamas aizpildot dažādas veidlapas, rakstot CV, darījumu un neformālas vēstules, kārtojot 12. klases eksāmenu un, lai varētu pareizi runāt.

Lai palīdzētu saviem skolēniem, diplomdarba autore kā gramatikas apgūšanas metodi izvēlējās dziesmas angļu valodā. Diplomdarba nosaukums ir “Dziesmas angļu valodā 10. klases skolēnu iesaistei induktīvā gramatikas apgūvē.”

Izvēlētā pētījuma metode bija atsevišķa gadījuma pētījums, bet pētāmā grupa bija Madonas novada profesionālās vidusskolas 10. klases skolēni. Datu vākšanas metodes: informācija no skolēnu pamatskolas apliecību sekmju izrakstiem un diagnosticējošajiem darbiem, divas aptaujas un skolēnu noslēguma darbu – dzejoļu - analīze. Viena aptauja tika izmantota, lai izpētītu, kas skolēniem sagādā grūtības gramatikas apgūvē, ar otras aptaujas palīdzību tika noskaidrots citu angļu valodas skolotāju viedoklis par tēmu, bet skolēnu noslēguma darbu analīze tika veikta, lai saprastu, vai izvēlētā metode ir veiksmīga.

Pēc autores domām, dziesmas angļu valodā kā gramatikas apgūšanas metode ir sekmīgi izmantojama. Skolotāji var izmantot savu vai savu skolēnu mīļāko dziesmu tekstus, lai radītu interesantus un efektīvus uzdevumus angļu valodas gramatikas apgūšanai (prievārdi, darbības vārdu formas, laiki, frazālie darbības vārdi, 2. nosacījuma palīgteikums un citi). Pat ja sākumā skolēni bija apjukuši un negribēja piedalīties, beigās ar rezultātiem – pašu sacerētiem dzejoļiem par gramatikas likumiem un labākām zināšanām gramatikā - bija apmierināti abi, gan skolotāja, gan skolēni.

Atslēgvārdi: angļu valodas stundas, grūtības gramatikas apgūvē, induktīvā pieeja, dziesmas angļu valodā, skolotāju radošums, motivācija.

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## INTRODUCTION

Everyone has some kind of abilities. One can develop and improve them in favourable and educational environment whereas others work very hard to achieve the desired results. Some people can play various music instruments, be athletes, scientists, writers or actors, but others can be good journalists, teachers, guides, politicians or interpreters. Knowledge of foreign languages is very important to all of them.

People attend different courses, use various methods to learn a lot of new vocabulary and cram grammar rules to speak English or other foreign languages fluently. Many teachers suggest their students watching news, different telecasts and films to improve their knowledge of the English language. It all works if people really want to learn the language.

Grammar has always been a problem for many students. Part of them do not like irregular verbs, some students are not interested in capital letters, prepositions or phrasal verbs, others get sick even hearing about Present Perfect or Past Perfect Continuous. There can be many reasons why students react like that. No doubt that some of them simply do not like to study, it does not depend on the school subject. It can also be some kind of protest form to demonstrate others that they can do everything they want to do. In this case, ignore rules and teachers, do not learn or attend lessons. Others have negative experience from previous schools (a very strict teacher or several teachers during the year, grammar rules were not explained carefully, disturbing classmates, and lack of interest from parents), adaptation problems or even learning difficulties.

Unfortunately, students still do not understand that grammar is an essential part of any language. They will need this knowledge to fill in different forms (hotels, hospitals, travel agencies and insurance), write CVs, application letters and other formal letters, and pass the final examination in Grade 12 (language use, written and oral part). They will also need it to write informal letters to their relatives and friends abroad, and speak correctly (job interviews, work in the reception or in the restaurant). Certainly, not all students can acquire grammar rules at the same level, but each of them must know the basics.

Teachers first of all should find out the level of students' grammar knowledge. Then follows the choice of appropriate methods and individual approach. If classes are big, it is not so easy. Teachers must be very flexible, patient, creative and willing to work. They can use a wide range of grammar tasks included not only in the students' books, but also found on the Internet or made by themselves. Teachers can choose both deductive and inductive grammar teaching methods. In author's opinion, the first one requires less effort than the second method that is why it is used more often.

According to Richards and Villiers (n. d.) it is so much quicker to give rules, but the teacher giving a rule does not equal students understanding it. Such traditional approaches encourage very passive learners, ones who do not think for themselves, do not believe they can rise to the challenge, so they sit back and wait for the teacher to do all the thinking and explaining for them. If they get accustomed to act like this during their studies at primary school they will do it in the future, too, because it is much easier. Teachers should try to change the students' attitude, encourage and motivate them, and find the most appropriate methods to involve them in the inductive grammar acquisition.

Using songs is also one of the ways how to teach and learn the English grammar. People listen to music almost everywhere – being at home, doing the shopping, going by the public transport, so – why not use it in the English language lessons. Sinele (2010) points out that it can make lessons more interesting and the learning process can provide pleasure and satisfaction. This method can be not only a change in routine of learning grammar, reading and writing, but also promote the development of students' creative skills. Listening to songs raises the interest and imagination of each student and develops their intellectual thinking and taste in music. Listening is good for students' pronunciation, too: the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. Listening to texts is good pronunciation models, in other words, and the more students listen, the better they get, not only at understanding the speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on the person's ability to speak, but also on the effectiveness of the way people listen. (Harmer 2007: 133)

The aim of the Diploma Paper: to find out how songs in English can help to involve Grade 10 students in inductive grammar acquisition.

The objectives of the Diploma Paper:

1. to study theoretical literature on grammar acquisition in Grade 10 and songs in teaching English;
2. to find out Grade 10 students' difficulties in grammar;
3. to choose appropriate songs, design tasks and apply them in Grade 10 English language lessons;
4. to evaluate the difference in students' involvement in grammar acquisition in the English language lessons.

The research question: how songs in the English language lessons can help Grade 10 students in inductive grammar acquisition.

The chosen method of research is a case study and research sample is Grade 10 students from vocational secondary school in Madona region.

The methods of data collection: data from students' nine-year basic school certificates and diagnostic works, two questionnaires and analysis of students' final works (poems). One questionnaire is used to explore students' difficulties in grammar, another questionnaire is used to find out other teachers' opinion on the topic, but analysis of students' final works is performed to understand if this method really worked.

The Diploma Paper consists of introduction, 3 chapters, 7 sections, conclusion, bibliography and 12 appendices.

The first chapter takes a look at the importance of the English language grammar, the peculiarities in teaching young adults, and deductive and inductive grammar acquisitions methods. The second chapter deals with information on music and possibilities for using it in English language teaching and the choice of songs depending on the aim of the lesson. The third chapter gives insight into the case study and presents the main information about the particular vocational secondary school and analysis of the data from students' nine-year basic school certificates and diagnostic works, two questionnaires and students' final works.

The main information about teaching grammar and using music in teaching English was taken from the works by Harmer J., Scrivener J., Feric N. and the Internet sources like <http://www.helping-you-learn-english.com/learn-english-with-music.html>.

# 1. GRAMMAR AS AN IMPORTANT PART OF THE ENGLISH LANGUAGE

Grammar is an integral part of any language be it the Latvian, German, French or English language. It shows people how to form sentences and organize texts, helps notice the difference between past, present and future, singular and plural, communicate and be understood. As people differ in their appearances, they also have a different level of language knowledge. Each of them has their own learning habits of it, ability to memorize and use the acquired knowledge into practice. When thinking of 'grammar', many people probably first picture a book full of explanations and rules that tell them which verbs have what endings, how to use adverbs, how to make a superlative, etc. That is certainly one kind of grammar, but it is not really what teachers are talking about when they say that they are 'teaching grammar'. (Scrivener 2005: 252)

Many people think that it will happen like Scrivener mentioned. They will take the grammar book, read it and will know everything. Unfortunately it does not work like that. The grammar rules should be learnt by heart, understood and used to make them *work*. Everything changes, not only technologies and people, but also languages. People use shorter forms, do not write or pronounce the endings and do not make the correct sentences.

Richards and Villiers (n. d.) think that "the human brain has the amazing capacity to spot patterns. Grammar is all about patterns and structures. If the teacher supplies the learners with sufficient examples they can spot the patterns and imitate the teacher's usage of grammar. These structures will need to be constantly reinforced and practised so that they become automatic phrases which the learners use when communicating in meaningful situations." The author of the Diploma Paper agrees with both authors that if the gained knowledge is not used (not only the grammar, but also the new vocabulary) people start to forget what they learned a week, a month or a year ago. It is very important to write, listen and speak to others to keep everything in mind.

Scott Thornbury (2001) suggests that people could open up their concept of 'grammar' if they start thinking of it as not just a noun (i.e. the information), but as a verb as well (i.e. the active skill of using the language).

Whereas Scrivener (2005) thinks that learning rules in a grammar book by heart is probably not 'learning grammar'. Similarly reciting grammar rules by heart may not be 'understanding grammar'. Even doing tests and exercises may not necessarily be 'learning grammar'. There is actually no hard evidence that any of these things lead to people being able to use grammar accurately and fluently in speech. These things are only useful if there is

some way that students can transfer this studied knowledge into a living ability to use the language. The author of the Diploma Paper agrees that it is necessary to use various tasks to improve the gained knowledge, but these tasks should be done responsibly, independently, without cheating or copying, and with the desire to learn.

Scrivener (2005) says that “language practice activities are arguably the most important part of any grammar lesson. Although teachers often spend a lot of time on *input* stages – for example, in giving explanations – the real learning experience is when learners try to use the language themselves.”

According to Ur (1988) “the two essential characteristics of a good language practice task are: *a clear objective* accompanied by the necessity for *active language use*.” Pre-learning, volume and repetition, success-orientation, heterogeneity, teacher assistance and interest are some of the factors that definitely contribute to successful practice.

Sometimes teachers can do all imaginable and unimaginable things to attract students’ attention, but it does not work. This type of behavior may be caused by many reasons therefore the author of the Diploma Paper will explore peculiarities of teaching young adults in the next section.

## **1. 1 DIFFICULTIES IN TEACHING YOUNG ADULTS**

Graduation from primary school is a big step in young adults’ lives. Students are quite far from their homes, in another environment and surrounded by unknown teachers and students. They are unpredictable emotionally, sensitive and prone to outbursts. Some of them are vulnerable to emotional pleas and can be easily manipulated by their *friends*, they can also exhibit an increasing capacity for empathy. At the same time the experience of increasing sexual feeling may engage in sexual behaviour without realizing consequence. (Yadav 2013)

At this age students develop the ability to think abstractly, but many still think in literal terms. They also develop critical thinking skills and decision making skills and become more self-aware, self-critical and exhibit increased communication skills, become argumentative and demonstrate an intense need to be *right* and want a voice in their choices. Young people show intense focus on a new interest, but lack discipline to sustain it. (Yadav 2013) The same happened to the students in the school where the author of the Diploma Paper had her teaching practice. They joined the ensemble, military training or folk-dances, but they did not have discipline to do it regularly.

Reaching adolescence students become more grown-up, but some of them still continue to act like kids. They display a more developed social consciousness and are more aware of relationships and have a strong need to belong. They show the desire for independence and autonomy, and experience a shift in dependence on family to dependence on peers and are able to critically compare parents with others. Sometimes others' opinion is more important than their parents'. It can lead up to serious arguments and protests.

This is the time when teenagers seek deeper friendship based on shared interests (sports, films or hobbies etc.), loyalty and experience (both good and bad), increased interest in opposite sex, though may often feel uncomfortable and awkward. On the other hand, they build new relationships that mostly are unsteady, and when these relationships do not work, they become very upset, depressive and think that their dreams and the world around them is collapsed. In such cases students often are not able to focus on studies.

At this age all brain functions are rapidly developing too, that is why the period is very good for studies and acquiring practical skills, and schools stop being the only place of getting knowledge. (Yadav 2013) Students show tension of attending the classes, examinations and tests. As it was told, at this age communication with friends comes to the first place, young adults are influenced by the values of peers and begin to be interested in many other things, besides studies, volume of information received from other sources increases (friends, adults, the Internet and social networks). That is why lessons should be very interesting and motivating to sustain students' interest in learning. Only with this condition learning and school performance will be very successful. Boring lessons is the reason of discipline problems, missed classes and loss of interest and motivation.

Teachers should be careful in communication with students. During this period many students have low IQ feeling, they fear about failure in examinations and low scores in them, and fear and concern about a future career. If the teacher accidentally says something inadequate, teenagers could react very unpredictably: to take offence at the teacher, run out of the classroom, start to cry or yell.

The opinion of class is very important and they do not want to look funny in classmates' eyes. All criticism should be done in friendly manner and not touch human dignity otherwise it can cause problems and misconceptions about teachers. Praise of achievements and progress can play a good role, too; it will increase the self-opinion of a teenager and help him to become more interested in the subject. If a teenager feels humiliated, he will break discipline to restore the respect of the class. (Yadav 2013)

It is up to teachers to take care that there are no isolated students. Grouping is in nature of a teenager and if he is not accepted by his class, he might search for company of

other isolated students at school and it is not always good for all, because such groups usually form gangs and bring a lot of trouble making their revenge. It is not a surprise that isolated students mostly join with young people who use the alcoholic drinks, smoke, do drugs or break the law. Others tend to be legalistic, focusing on *rules* and *fairness* and shows a stronger sense of responsibility towards larger society.

The author of the Diploma Paper agrees with Bilash that two very distinct and opposing instructional approaches – deductive and inductive – can be used to attract students' interest during the lessons. Both approaches can offer certain advantages, but the biggest difference is the role of the teacher. In a deductive classroom, the teacher conducts lessons by introducing and explaining concepts to students, and then expecting students to complete tasks to practice the concepts. Conversely, inductive instruction is a much more student-centred approach and makes use of a strategy known as 'noticing'. Next two sections will take a closer look at the differences between inductive and deductive instruction, and find out how noticing can be used in the language classroom to better facilitate student learning.

## **1. 2 DEDUCTIVE GRAMMAR ACQUISITION**

Deductive approach has been used for many years. It is a more teacher-centred approach: the teacher explains the grammar rules and gives appropriate tasks to students to improve the gained knowledge. Scrivener (2005) calls it the PPP approach (Presentation, Practice, Production) – an approach to grammar lessons based on the idea of giving (presenting) small items of language to students, providing them with opportunities to use it in controlled ways (practice) and finally integrating it with other known language in order to communicate (production).

For example, when teaching a new grammar concept, the teacher will introduce the concept, explain the rules related to its use, and finally the students will practice using the concept in a variety of different ways. According to Bob Adamson, the deductive method is often criticized because:

- a) it teaches grammar in an isolated way;
- b) little attention is paid to meaning;
- c) practice is often mechanical.

This method can, however, be a viable option in certain situations; for example, when dealing with highly motivated students, teaching a particularly difficult concept, or for preparing students to write examinations. (Bilash)

In order to give students intensive oral or written practice of specific language points, the teacher can use activities carefully designed to restrict the language needed and require the use of the target items. (Scrivener 2005: 255) Sometimes there are discussions between the teachers and the students what is more important: an ability to write or speak correctly. The author of the Diploma Paper had some students who could only speak in English, but their writing was awful. These students could not write any word without mistakes. The author found out that the students acquired the English language watching films and news and listening to music. It was hard to teach them writing. Actually, they did not want to do it. In their opinion, it was enough that they could speak in English.

In Scrivener's opinion (2005), "restricted output activities are defined by their focus on (a) limited options for use of language; (b) limited options for communication; (c) a focus on accuracy. Typical restricted activities are oral drills, written exercises, elicited dialogues, and grammar practice activities / games."

Grammar practice activities and games can be:

- ) split sentences;
- ) grammar quizzes;
- ) memory tests;
- ) picture dictations;
- ) miming the actions;
- ) growing stories;
- ) questionnaires;
- ) board games. (Scrivener 2005: 263-265)

The author's of the Diploma Paper students prefer split sentences, memory tests and picture dictations. Though they think that memory tests and picture dictations are for kids they do not mind writing them when they are tired or the spring is outside.

Another way how Scrivener (1994) divides written exercises is:

- ) Gap-fill (single sentence, cloze, multiple choice, using given words, using other clues (e. g. pictures, lines indicating how many letters in word), and transformation of a given word).
- ) Sentence transformation (starting with (or making use of) a given word or words, changing the form but keeping the meaning, following a given instruction).
- ) Sentence construction and reconstruction (rearranging words, using some given words, finding and correcting mistakes, situation).
- ) Two-option answers (true or false, correct or incorrect, defined options).

-) Matching (pictures and words, placing words in correct sets or lists, grammatical labeling, putting jigsaw pieces together).

Usually students like matching (pictures and words, putting jigsaw pieces together), two-option answers (true / false) and gap-fill (single sentences, multiple choice and using given words). The author's and her students' favourites are gap-fills, sentence transformations, two-option answers and matching. Using given words, transformation of given words and two-option (often – true or false) answers are the part of the English language examination in Grade 12.

However, Harmer (2007) thinks that “using real text extracts (from books or the Internet, or listening to tracks from the radio or other recorded material) will always provide grammar for the students to read and study.” The teachers can use magazines and newspapers to teach grammar, too. Bringing fresh news every day, newspapers or magazines add freshness to the activities. The author of the Diploma Paper likes to travel and she has many friends abroad. When she returns from annual journey she brings all the newspapers and magazines she could buy or get for free, and asks her friends to do the same. It is a great opportunity to offer the students news in English. They can read them and notice how the grammar is used.

There are many interesting grammar practice activities on the Internet, too. Teachers like them because students can check their answers themselves and immediately. These tasks make the English language lessons more interesting. The author of the Diploma Paper also uses that kind of tasks. Her favourite homepages are <http://www.ego4u.com/en/cram-up/grammar/prepositions/exercises?14>, [http://www.englisch-hilfen.de/en/exercises\\_list/test](http://www.englisch-hilfen.de/en/exercises_list/test), [http://www.english-grammar.at/online\\_exercises/word-formation/word-formation-sentences1](http://www.english-grammar.at/online_exercises/word-formation/word-formation-sentences1) but the most challenging tasks both teachers and students can find on <http://visc.gov.lv>.

Whereas drills provide intensive oral practice of selected sentences, giving the learners a chance to practice *getting their mouths around* the language without worrying too much about meaning. The basic drill involves simple repetition:

**TEACHER:** He is going to open the door.

**STUDENTS:** He is going to open the door.

**TEACHER:** He is going to drive the car.

**STUDENTS:** He is going to drive the car. (Scrivener 2005: 255)

Many teachers think that drills are old-fashioned and never use them. The author's English language teacher used drills when she was 12 years old. She liked them and now she uses them working with her students. They help to remember and improve students' pronunciation.

It can be whole-group speaking, students can speak individually, in pairs, round the class, male and female, and students even can lead the drill. How do they speak?

- ) Normal volume / whispered / loud / shout / sing / mouth silently.
- ) Normal speed / fast / slow.
- ) Normal intonation / flat intonation / exaggerated intonation.
- ) Change the stress.
- ) With an American / Australian / Liverpool accent. (Scrivener 2005: 257)

Teachers should keep the atmosphere humorous and the language focus serious; personalize some elements; jazz it up with mime, pictures, board cues, silly postures etc. Teachers shouldn't worry too much about whether it is a *meaningful* or *communicative* drill; do worry about whether what they're drilling is a realistic piece of real-world language; don't drill possible but improbable English; keep the challenge high; make sure students get the practice, not a teacher. (Scrivener 2005: 260)

Written exercises are a common and useful way of giving students concentrated practice of language items which include:

- ) songs and rhymes;
- ) gap fills or closes;
- ) focus questions;
- ) true-false statements;
- ) put these lines into the correct sequence;
- ) dictations;
- ) add a final verse;
- ) circle the antonyms / synonyms of the given words;
- ) discussions;
- ) split sentences;
- ) brackets.

Mostly students like tasks where they can choose one of two or three already given answers or make a match. They don't like tasks where they must think and put in only one right word. A lot of students have problems with mixed tenses. Then teachers should choose or make easier tasks to help them understand the particular grammar point.

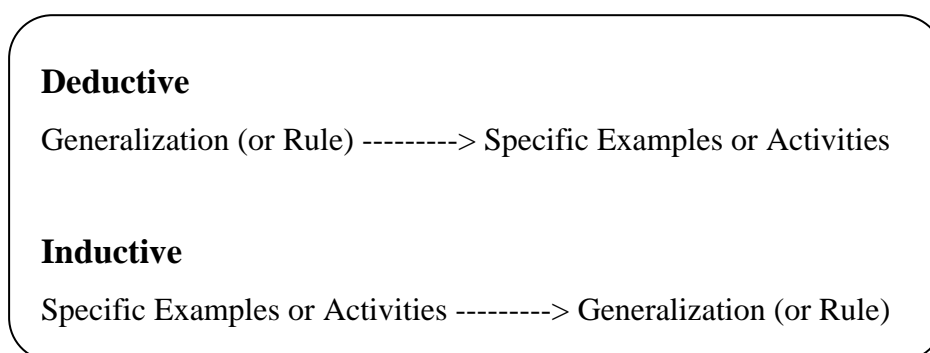
Richards and Villiers (n. d.) consider that "teachers teaching English should give examples not explanations. They need to use many questions and drills to prompt learners to imitate and use new structures - they will later find out why."

It is so much quicker to give rules, but the teacher giving a rule does not equal students understanding it. Such traditional approaches encourage very passive learners, ones

who do not think for themselves, do not believe they can rise to the challenge, so they sit back and wait for the teacher to do all the thinking and explaining for them. If they get accustomed to act like this during their studies at primary school they will do it in the future, too, because it is much easier.

### 1. 3 INDUCTIVE GRAMMAR ACQUISITION

Inductive approach is a name given to procedures where students come into contact with examples of the language and try to work out how it is constructed, rather than having it told them. (Harmer 2007: 275) If the students are accustomed to traditional grammar teaching methods it could be quite complicated to pay their attention to something new, different and unusual. As it is shown in Figure 1, using inductive method students acquire grammar themselves through the given examples or activities. (Bilash)



**Figure 1.** Deductive and Inductive Learning.

In contrast to the deductive method, inductive instruction makes use of student 'noticing'. Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to 'notice', by way of the examples, how the concept works. (Bilash) Using the grammar situation from the above, the teacher would present the students with a variety of examples for a given concept without giving any preamble about how the concept is used. As students see how the concept is used, it is hoped that they will notice how the concept is to be used and determine the grammar rule. As a conclusion to the activity, the teacher can ask the students to explain the grammar rule as a final check that they understand the concept. (Bilash)

In the 1990s researchers explored the role that ‘noticing’ a grammatical construct played in learning that structure. They hypothesized that learners needed to notice a structure in order to hold it in their short- or long-term memory. Although the value of the concept to grammatical acquisition is still under debate, the overall value of responding promptly to questions and observations of learners cannot be dismissed nor can the role that awareness and consciousness play in the development of metalinguistic knowledge. (Bilash)

Noticing is the process of students becoming aware of something in particular; as mentioned above in the inductive approach, noticing can be used to teach a grammar concept when students are given the examples, and they come to understand the rule by noticing what those examples have in common. In a more general classroom situation, noticing can be used in many ways:

- a) When teachers speak at a more advanced level, they are giving the students constant opportunities to notice the differences between the teacher’s speech and theirs. This way each student can become aware of the differences at his own pace.
- b) Teachers can provide students with opportunities for noticing simply by putting posters up in the classroom in the target language. As before, when the students are ready to notice the difference, they will.
- c) Language ladders are also to promote students’ noticing skills. Once they understand what each rung on the ladder means, they can understand how they all fit together and how they differ. (Bilash)

Both deductive and inductive sequences are valuable for teaching concepts, generalizations, processes, and skills. The teacher must decide which to select given the learning outcomes desired and the composition of the class. When choosing, the teacher should consider a number of factors:

- a) How personalized should the learning be? Students will usually be more involved in the learning experience and tend to participate more actively when an inductive approach is used. If a deductive approach is chosen, it is important to structure the learning experience in order to draw on students' prior experiences and learning, and to provide for their active involvement.
- b) Should learning experiences be predictable? The deductive approach is more predictable because the teacher selects the information and the sequence of presentation.
- c) What depth of understanding and rate of retention is desired? Students tend to understand and remember more when learning occurs inductively.

d) How much time is available to teach the material? The deductive approach is faster and can be an efficient way to teach large numbers of facts and concrete concepts.

Instructional methods tend to be either deductive or inductive, although some methods use both. Many lessons can include both approaches. (Bilash)

Traditional approaches often depend on teachers providing rules and examples which are copied, learned, and tested through application exercises. This encourages passivity. It also contradicts the key principles of the interpretive interactive approach, where the teachers try to promote active learners to think and discover patterns, experiment, and work out for themselves with structured clues and guidance from the teacher.

The modern approach to learning emphasizes the importance of partnership between teacher and students, and of building students' confidence in learning to learn, to become independent and responsible for their own learning. It develops slowly over many years, but if such processes are encouraged early, and teachers do not allow passive, negative habits to develop, the learners progress faster and better in the long run. The author of the Diploma Paper agrees with Richards and Villiers (n. d.) that students will remember the grammar rules better if they will explore and acquire them individually and by making mistakes and not by receiving all the necessary information from teachers. The same happens in their personal lives, too: they try, make mistakes, correct them, and try again and again till they accomplish everything. There is always place for improvement.

One of the ways how to make the English grammar acquisition more interesting and effective will be described in Chapter 2. The author of the Diploma Paper will use songs in English to teach specific grammar rules to her students.

## 2. SONGS IN ENGLISH TO TEACH GRAMMAR RULES

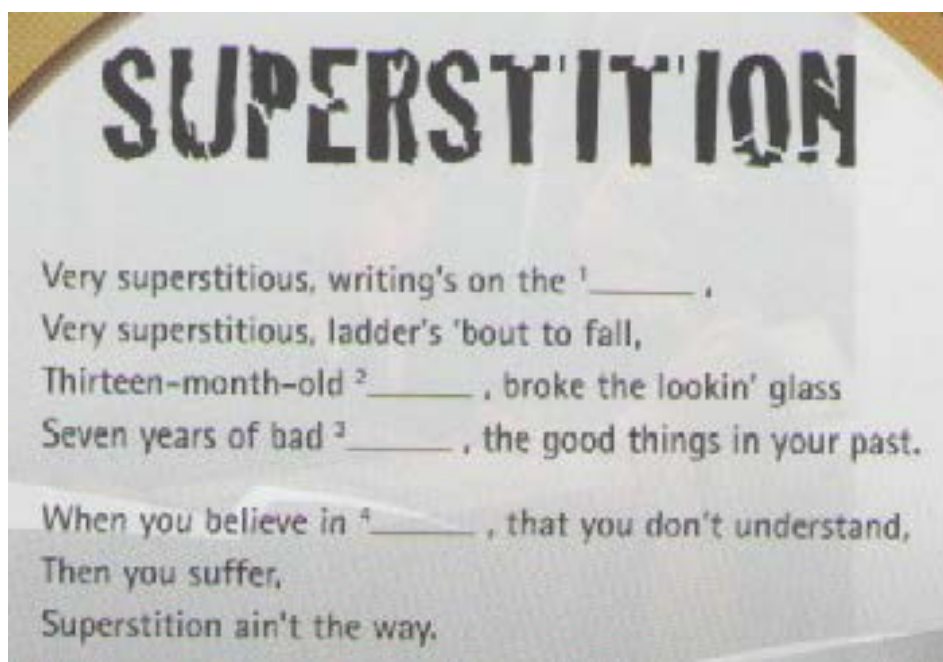
Many authors, Scrivener, Harmer, Feric and Green, consider and the author of the Diploma Paper agrees that music is an important part of people's lives and it does not matter if they listen to rap, jazz, R&B or hard rock, and country, folk, pop or classical music. It calms down, cheers up, helps to reduce stress and express emotions and feelings or promotes creativity and desire to work. On the other hand, it may be disturbing, depressing or encourages the aggression. It depends on listener's mood or purpose.

People listen to music even they are not born yet. Expectant mothers listen to different styles of music (usually their favourite songs) to calm down themselves and their unborn babies. They continue doing it even during the labour and after that. When the babies are born, their parents or other relatives sing lullabies to help them fall asleep. It may sounds silly, but some farmers swear by playing relaxing tunes for their herd for maximum milk results. In 2001, there was a minor stir at the University of Leicester in England when a pair of psychologists showed that slow music played at a large dairy farm increased the cows' milk production by 3 percent as compared to fast music which had no effect. (O'Brien 2014) Apparently, people can use music to achieve different goals. Teachers can use music, to make their lessons more interesting and effective. The author of the Diploma Paper is ... and agrees with Scrivener (2005) that music on its own, especially classical, can be useful in the classroom:

- ) to set the mood at the start of the lesson;
- ) to give the teacher something to talk about with his / her students at the start of the lessons (especially useful with a class the teacher does not know);
- ) as background music while students work on dull exercises;
- ) as background music to set the scene while students do a particular task (e.g. 'space' music during a discussion on life on other planets; fast, exciting music during a competition);
- ) simply for pleasure or as a break between activities;
- ) to help students relax;
- ) for 'imaging': students close their eyes and visualise images from their own imagination or from the teacher's words or someone else's (this is a good way to personalise topics - 'Think back to a time when you ...');
- ) to close down, conclude, round off the lesson - to say goodbye with. (Scrivener 2005: 339)

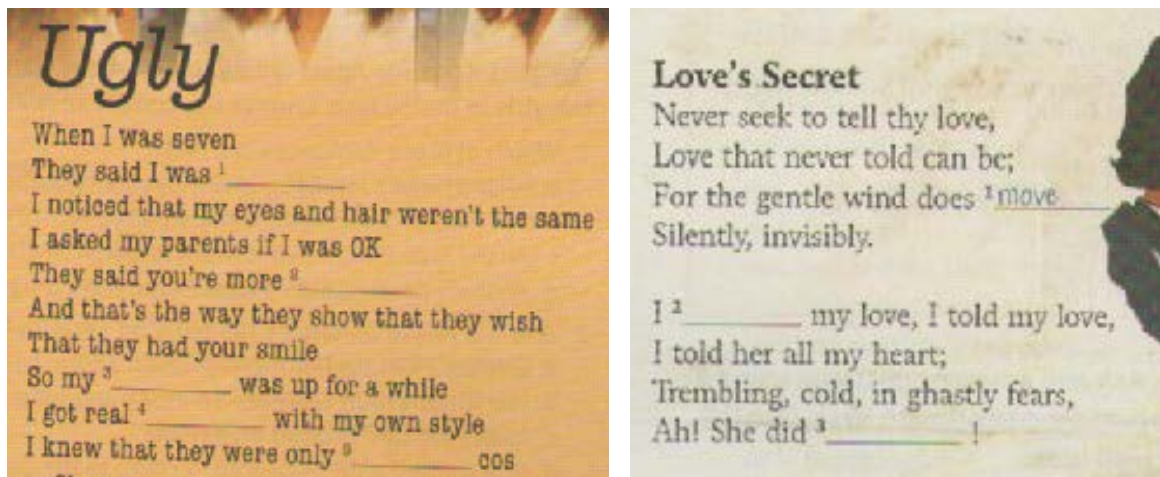
The author of the Diploma Paper had used songs as background while students were working on some creative tasks (posters, poems, projects). In her opinion, the teacher must take into account that there always could be one or few students who could dislike any background sound while they were working. Sometimes students prefer to listen to melodies not songs with lyrics. Sharing music can be fun. The teacher may encourage learners to bring in their favourite recordings, tell the teacher why they like them and share the lyrics. It is a nice way how to start discussion and study. The teacher also can bring his / her favourite songs and surprise students when they find out that the teacher likes the same songs as them.

Many course books nowadays include songs that specifically focus on grammatical or functional items. These songs may have been selected because of their content or specially written and recorded for students of English. The author of the Diploma Paper uses Solutions Pre-Intermediate and Solutions Intermediate to teach her students. Falla and Davies (2012b) have included only one song to teach grammar in Student's book Solutions Pre-Intermediate. This song can be used to teach correct English (see the part of this task in Figure 2).



**Figure 2.** The Part of the Grammar Task Chosen by Falla and Davies.

Student's book Solutions Intermediate (Falla and Davies 2012a) includes songs to teach the difference between nouns and adjectives (lyrics of the song "Ugly"), forms of verbs (love poems "Love's Secret" and "One Perfect Rose") and colloquial equivalents for phrases *I used to*, *I'd rather*, *I don't want anybody*, *should have* and *they don't mean anything*. The parts of both tasks are shown in Figure 3.



**Figure 3.** The Parts of the Grammar Tasks Chosen by Falla and Davies.

As Scrivener (2005) says, “the teacher can also select interesting authentic songs him / herself, with the advantage, perhaps, that they are often more up-to-date.”

Songs can be used in many of the same ways that the teacher might use an ordinary speech recording. Interesting lyrics and clarity of vocals help to make a song into appropriate classroom material, and for this reason folk music or a solo singer - songwriter is often a better bet than a heavy-metal band. (Scrivener 2005: 338) There are some ideas for using songs in class that the author of the Diploma Paper would like to borrow and use in her lessons:

- Reading or listening comprehension: Use the song text as a normal reading or listening text with the bonus of hearing it sung afterwards.
- Listen and discuss: Get students to listen to the whole song once or twice, or to a shorter section. Discuss what happened, reactions, interpretations, predictions, etc. Printed lyrics could be given out if the teacher wishes.
- Gapped text: Give students the lyrics with certain words blanked out. They have to listen carefully and fill in the missing words. This is, perhaps, the 'classic' way of using songs in class! Vary the task usefully by, for example, using the gaps as a pre-listening exercise, with students predicting what the missing words are. (Scrivener 2005: 339)
- Song jumble: Cut the lyrics up into separate lines. In small groups, students try to work out the original order. When ready, they listen and compare their guess with the actual song.
- Sing along: The aim is to learn the tune and to get the rhythm well enough to sing along with the original recording. This can be quite challenging and requires some careful preparation work on practising stress and rhythm (probably with spoken

rather than sung sentences, perhaps using individual, mouthed and choral practice). If the teacher has an access to a video machine with a karaoke recording, the possibilities are limitless!

- Compose: 'Here's the tune - now you write the lyrics' (an activity that is quite challenging on stress and rhythm). (Scrivener 2005: 339)
- Matching pictures: 'Here are twenty pictures connected with the song. Listen and put them in the order in which you hear them in the song.'
- Action movements: Listen to one line at a time. For each line, the students invent a mimed action, which they teach each other and then all perform. Regularly replay the song from the beginning for them to recall and do the relevant actions. After they have done one or two verses, hand out the complete lyrics; in small groups, the students find movements for the rest of the song. At the end, all come together to watch a performance of the different versions. (Scrivener 2005: 339)
- Dictation: Dictate the chorus or the whole song. Compare with the recording.
- Picture dictation: Decide on a representative picture of something that happens in the song. Dictate the information about this picture, a line at a time, to the students who draw (not write) their interpretation. For example, 'The sun is shining in the sky, there are a lot of people in the street, there is a dark cloud overhead, it's just starting to rain,' etc. By the time you have finished, a lot of the essential lexis and phrases from the song will have been circulating, and the song should be not too difficult to follow. (Scrivener 2005: 339)
- Jigsaw listening: in three groups, students listen to three different songs, all of which are about the same thing (love, different relationships, historical events, hard life, gangs, etc.). Students have to assemble all the facts by comparing notes. In this way, they may find out what actually happened, solve a mystery or get a rounded account of a situation or topic. Jigsaw listening works because it gives students a purpose for listening, and a goal to aim for (solving the 'mystery' or understanding all the facts). (Harmer 2007: 142)

The author of the Diploma Paper based on the exploration of theoretical and methodological sources chose songs that she considered interesting to her students and which treated the necessary grammar issue and designed her own tasks. The author's students like tasks with the gapped texts. She has provided an example of such tasks - Task 1 (see the whole task designed by the author in Appendix No. 1). The author also wanted to try *sing along* tasks, action movements and jigsaw listening. *Sing along* tasks sound very interesting, but the

author's students are very shy and unconfident, they are afraid of group mates' laughing and failure. They would not agree to do tasks like these.

*Task 1 (the part of it)*

*Listen and fill in!*

*Pokémon Theme Song*

I 'wanna' be the ..... (1), like no one ever was.  
To catch them is my real ..... (2);  
..... (3) them is my cause.  
I will travel ..... (4) the land,  
searching ..... (5) and wide.  
Each Pokémon to understand  
the power that's ..... (6)  
Pokémon!

Most of the difficulties that students meet in the study of English are a consequence of the degree to which their native language differs from English, leading them to often produce errors of syntax and pronunciation or to assign grammatical patterns of their native language to English, pronounce certain sounds incorrectly or with difficulty and to confuse items of vocabulary known as false friends. Also, cultural differences in communication styles and preferences are significant. Naturally, students who do not excel with traditional delivery methods need to be addressed differently, but the proper nature of that instruction, whether it is musical, logical, or some other means may depend more upon the teacher's individual abilities than student needs. Music makes cultural ideas accessible to all students and increases the capacity of the working memory, while providing a structured context for long-term recall of words and phrases. It also creates good atmosphere in the classroom thus increasing the motivation. Students relate to songs and find learning vocabulary through songs interesting and amusing rather than tedious. (Feric 2012)

The author's students also find different words and phrases in songs in English, and use them in their everyday lives (in written and spoken form), for example, *let's go, just do it, don't worry, be happy, what doesn't kill you makes you stronger* and others.

Likewise, language students that lack familiarity with a target culture and have trouble expressing themselves can connect through the freeing influence of music. This is true especially with pop songs which are part of youth culture. These songs also tend to deal with

problems interesting to students as they identify themselves with the singers and want to understand the words. Didactically songs are also useful in teaching the rhythm and the musicality of the language and the atmosphere created by the music enhances the ability of the students to remember vocabulary words and thus shortens the study period. (Feric 2012)

The major problems that teachers have with using songs in the classroom is the non-standard grammar in many of the songs and the 'non-serious' image of the pop songs. The first problem is that the non-standard grammar will confuse the foreign language students. The answer to this in current research is that not all songs are suitable for foreign language classes. It is thus crucial to do the research and to choose songs suitable for learners and using appropriate grammar patterns. However, teachers have to admit that non-standard grammar is fairly common in daily usage of most languages and the students also have to learn to deal with it in a language they learn. In the communicative method of language acquisition, students are encouraged to work into grammar intuitively, not by memorizing rules. (Feric 2012) Many lyrics contain words that are not written or sung correctly to make pronunciation more rhythmic and fluent. Students learn them and it is hard to assure that it is not acceptable in some cases. Youth must know that phrases and words like *wanna, gonna, ya, lovin', 'cause, 'em, yo* and *what's up* are not appropriate for formal letters and speeches.

Grammar drills have been discredited, and most teachers understand that the "structure of the day" methodology seldom teaches what it intends, because all students are at different levels of competence. This method seems to work well; however in certain cases, combining this method with the direct instruction in the patterns of the grammar is in order. Songs can be used as an introduction for the drill, or perhaps in place of the drill and students would have opportunity to learn patterns through memorizing the lyrics, perhaps without even noticing it. In an interesting example of the issue, songs have actually helped pass grammar tests in class because students were able to easily recall passages from songs that demonstrated the correct answer. This method of auditory recall is crucial to language learning, and can be used to reinforce grammar concepts too complex for adult language learners to grasp in a few lessons. (Feric 2012) Regarding the second problem, the teachers worry that their students will enjoy the music, but will actually learn less than by more traditional methods. This worry has been refuted by all the research done on the issue, dealing with different languages, different student populations and different levels of classes. The common agreement is that students learn the same amount of material by both methods. The main difference is that the students report the material learned through songs as much more memorable and long-lasting! Not to mention more enjoyable, as it enhances the motivation for learning. Songs also help to establish the prosody of the language and to enable repetition of phrases in the classroom

singing mode to further practice vocabulary. Students enjoyed the singing, and they were quite likely to rehearse it residually, adding to the language acquisition phenomenon, the involuntary rehearsal in a learner's mind of previously heard foreign language talk. (Feric 2012)

The repeating of a song in one's head, usually occurring when the audition is followed by relative quiet, enables involuntary inner vocalization of linguistic content, which then has the effect of deepening the memory traces of this content in the mind. Songs aid in all four major language-learning areas – in listening, speaking, reading, and writing. Presenting a new song to the class, a teacher should first play the song as students listen silently look at the words, then have students repeat the words without singing them. More advanced learners may listen without looking at words to later discuss what they have heard and understood. The teacher should then point out new vocabulary, idioms, grammar items, and give, if needed, pronunciation cues. Then play the song again, letting the students join in when they feel confident about singing along. The following step is to take students into a question-answer session with the teacher or other students, encouraging imitation, improving memory, and negotiating meaning. (Feric 2012) The advanced level requires students to write out a text with a musical representation of its rhythm, and perform it. The results are astounding as stated by Feric (2012):

- ) all of the students report enjoying the lessons and being highly motivated for learning;
- ) music helps expand significantly the vocabulary in a short period of time and learn typical phrases, necessary for a meaningful communication;
- ) listening to songs and singing actually reduces the foreign-sounding accent;
- ) grammar patterns are more easily remembered and put to use;
- ) students learn more about the sentence rhythm, pronunciation, tones and beat of the English language than they ever would if studying only by traditional methods.

Furthermore, they can take the music with them and learn and practice it on the move. It helps improve the mood, too. (Feric 2012)

There are various ways of using songs in the classroom. The language competence level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher. Students feel motivated when working with this kind of material; furthermore, learners' ages and social contexts really fit with the kind of music we select to work in class, the use of songs in the classroom motivates students to attend lessons and be attentive in class. Songs are the product of culture and share values,

commitment, responsibility, love, history, traditions, customs, and specific characteristics of the spoken language. Understanding the language and culture students are learning through songs is much more attractive for them. Teaching grammar using different songs reflects creativity of each English language teacher because grammar tasks often cause problems for many students.

The teacher using songs can teach the following grammar issues:

- ) irregular verbs;
- ) degrees of comparison;
- ) the second conditional;
- ) tenses;
- ) phrasal verbs;
- ) prepositions and etc.

Task in Appendix No. 2 is an example how to practice the second conditional with the song from a Canadian band 'The Barenaked Ladies'. Other examples of the same grammar rule are Beyoncé's new hit "If I Were a Boy" and Pink's song "Glitter in the Air":

If I were a boy even just for a day  
I'd roll out of bed in the morning...  
If I were a boy  
I think I could understand...

(lyrics by Beyoncé)

Have you ever looked fear in the face and said, "I just don't care."?  
Have you ever hated yourself for staring at the phone?

(lyrics by Pink)

The part of Task 2 shows how the teacher can use Gloria Gaynor's song "I Will Survive" to teach prepositions. The whole task is placed in Appendix No. 3.

### ***Task 2***

***Before you listen, try to add prepositions to the gaps. Listen and check.***

#### ***I Will Survive***

\_\_\_\_\_ first I was afraid, I was petrified  
Kept thinking I could never live \_\_\_\_\_ you \_\_\_\_\_ my side  
But then I spent so many nights thinking how you did me wrong

And I grew strong- And I learned how \_\_\_\_\_ get along

If teachers have more advanced students, they can use songs in English to teach phrasal verbs and expressions (see Appendix No. 4 and Appendix No. 5). The author's most favourite song is "Apologise" by OneRepublic. The lyrics of this song is quite complicated and educative, but it could be an advantage, too: students could try to guess the mood of the singer, find common phrases they use if they argue with someone and learn grammar rules as well, like in Task 3:

**Task 3** (*the part of it*)

**Read the explanation and do the task.**

'**Too**' can be used as an adjective (meaning also and as well as) but that is not how it is used in the apologize lyrics. *Do you know how it is used?*

What does the expression "**too late**" mean?

**Too** means 'more than enough' or 'more than was wanted' and late means after a specific time (like if you arrive late for work).

Notice what follows the "too late" structure?

It's too late **to apologize**. A verb in the infinitive.

So you can say anything like:

It's too late to eat dinner.

It's too late to go see a movie.

It's too late to apologize to me.

Now make your own sentences.

Another good song to teach phrasal verbs and expressions is "Ironic" by Alanis Morissette.

Look at Task 4:

**Task 4**

Alanis Morissette uses 4 phrasal verbs in her song:

**crashed down**

**sneaking up**

**helping out**

**blows up**

Look back at the lyrics and see if you understand what they mean? Now, try to match the following explanations with the phrasal verbs.

to aid someone, especially in a difficult situation

if a plan, a deal or a situation goes very wrong and causes you harm or embarrassment

to move towards someone or something very quietly so that they do not see or hear you until you reach them

to fall with a very loud noise

Basically, teachers can use any song in English to create appropriate tasks to particular grammar rules and make the grammar acquisition more effective and related to students' lives. The author of the Diploma Paper is assured that students will appreciate it. There are so many songs with beautiful, stirring and pithy lyrics nowadays. Teachers, of course, must be sure that the chosen songs would not be offensive, rude or racist. They must be ready that there will always be a student or a few who would not like any of chosen songs except their favourites. On the other hand, if these students will be in bad mood they would not like their own selected songs, too.

Teachers can use songs in English not only to teach already mentioned prepositions, tenses, the 2<sup>nd</sup> conditional and forms of verbs, but also new vocabulary, word order, comparative and superlative, word building etc. It depends on teachers' creativity and chosen songs. The author of the Diploma Paper appeals to teachers not to be afraid of trying something new and challenging. Though it could not work for the first time, it would work later with other students, songs and types of tasks.

### 3. CASE STUDY IN GRADE 10

Grammar has always been the most challenging part of the English language. Articles, prepositions, forms of verbs, tenses, comparative and superlative, *some* and *any*, *much* and *many*, plural, word order in sentences, and capital letters etc... Sometimes it is difficult even for adults, not talking about primary and secondary school students. There are many reasons why students are not successful or do not like to learn the English language grammar. The author of the Diploma Paper and her former classmates experienced the same problem at primary school, then in secondary school and even during their studies at universities. Afterwards some of them admitted that it was their own fault (laziness, friends' influence, spitefulness, no motivation), others blamed the English language teachers, but a few of them realized that they only crammed the rules without willingness to understand and apply them in their everyday lives.

The author of the Diploma Paper wanted to find out the reasons why many students have difficulties in the English language grammar acquisition and use inductive grammar teaching method to help them to improve their results. She had her teaching practice in vocational secondary school in Madona region where the research sample was 10<sup>th</sup> graders of this school.

These students acquired education program "Agriculture" that is why this group was called L1 (1<sup>st</sup> year students, education program "Lauksaimniecība") not Grade 10 at school.

This was the first year after primary school, students were young, at the age of 16 and 17, they were away from homes and parents, and enjoyed their freedom and independent life, made decisions, right or wrong, and learnt to solve their problems as they could. Many students did not think about studies, not talking about the grammar rules.

The questionnaire for students (see Appendix No. 6) and data from their nine-year basic school certificates and diagnostic works was used to find out youth's attitude to the language learning process, the level of their English language knowledge, including difficulties in grammar.

The questionnaire for English language teachers (see Appendix No. 7) was used to elicit their experience in language teaching with the aim to find out the methods they use to make acquisition of grammar rules more interesting and effective.

Analysis of students' final works – poems – was necessary to figure out how successful the chosen method had been.

### 3. 1 STUDENTS' PRIOR KNOWLEDGE ASSESSMENT

The first thing that all the teachers usually do before the new school year starts, they look through the nine-year school certificates of the new students to find out the level of their knowledge in particular school subject to get ready for the lessons (go over the lesson plans and tasks, think about ordering new books and dictionaries).

In author's opinion, data from students' nine-year basic school certificates and diagnostic works show more than students can imagine. According to the information in certificates, many students had difficulties in English already in primary school that is why only a half of them chose to pass the final examination in this language (see Table 1). Student 6 and Student 10 had better knowledge in the Russian language, but only one of them passed the final examination in Russian.

**TABLE 1.** Students' Results in English in Primary School.

<b>Student</b>	<b>Mark</b>	<b>Examination</b>
Student 1	4	Russian language
Student 2	4	4
Student 3	4	Russian language
Student 4	4	5
Student 5	5	4
Student 6	6	5
Student 7	5	4
Student 8	4	Russian language
Student 9	4	Russian language
Student 10	6	Russian language

During the first conversation with students the author of the Diploma Paper heard many reasons why they had so low marks. The most favourite one was bad (always angry and in bad mood, frustrated and impatient) and incompetent teachers. Next reasons were absence, difficulties in personal life, and classmates' and friends' influence. Some students admitted that they did not want to study at all, but two students told that they had and still have difficulties in all school subjects, not only in the English language.

Analyzing students' diagnostic works the author of the Diploma Paper found out that young people had slight mistakes in all grammar tasks (short forms, comparative, plural, word order, personal pronouns and articles), but the most challenging were tasks on prepositions, the 2<sup>nd</sup> conditional, forms of verbs, Perfect Tenses and Passive. The author developed the questionnaire for students to find out their opinion on this topic.

### 3. 2 ANALYSIS OF STUDENTS' QUESTIONNAIRE

The questionnaire was given to the students of Group L1. 8 boys and 2 girls at the age of 16 – 18 took part in it. At first students were asked for reasons why they liked and did not like to learn the English language. Their answers were quite similar (see Table 2).

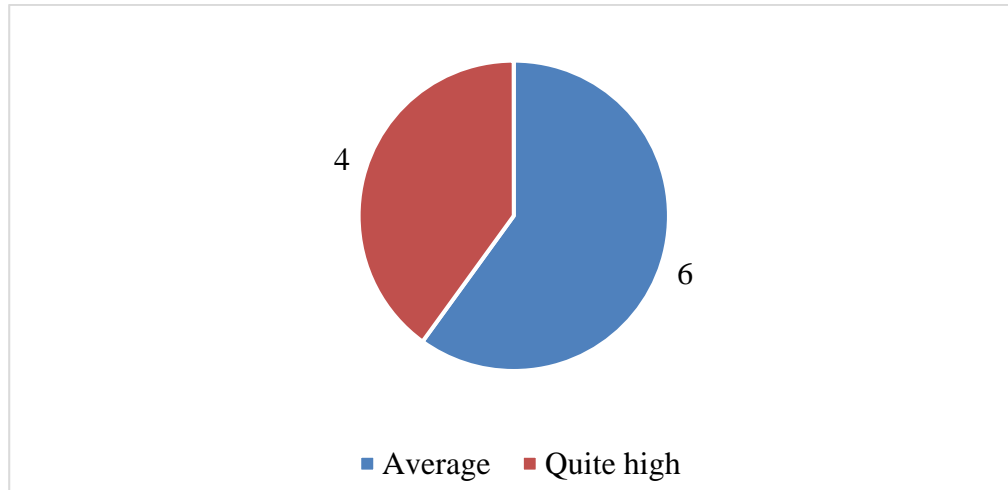
**TABLE 2.** Students' Answers on the First and the Second Question.

	Students' answers	No of students
<b>LIKE</b>	I have good marks	2
	The program is very interesting	1
	I like our teacher	6
	It is the language of my favourite songs	4
	Gained knowledge of foreign language will help me to find a better job	5
	It is an international language	2
	It is easy to acquire the language	3
	It is necessary to live and work abroad	4
	<b>DO NOT LIKE</b>	It is difficult
I do not have good marks		1
Topics in the textbooks are boring		5
Traditional teaching methods are used		2
Other option – lessons are boring sometimes		1

While students were answering the questions, the author of the Diploma Paper observed that some of them had shallow attitude to it. They wanted to do it as soon as possible, they did not think about questions properly. It was very disappointing because these answers were so important to the author. A few students are planning to live and work abroad, they have already understood how important the English language is. Four students out of ten mentioned that the English language was very difficult. In author's opinion, one of the reasons is the lack of knowledge in this school subject. Another reason could be the student's ability to learn the language. If the student has learning difficulties in other subjects, he / she has them in English, too. Only one student admitted that lessons sometimes were boring. Working with this particular student, the author realized that the girl was not as knowing as she thought she

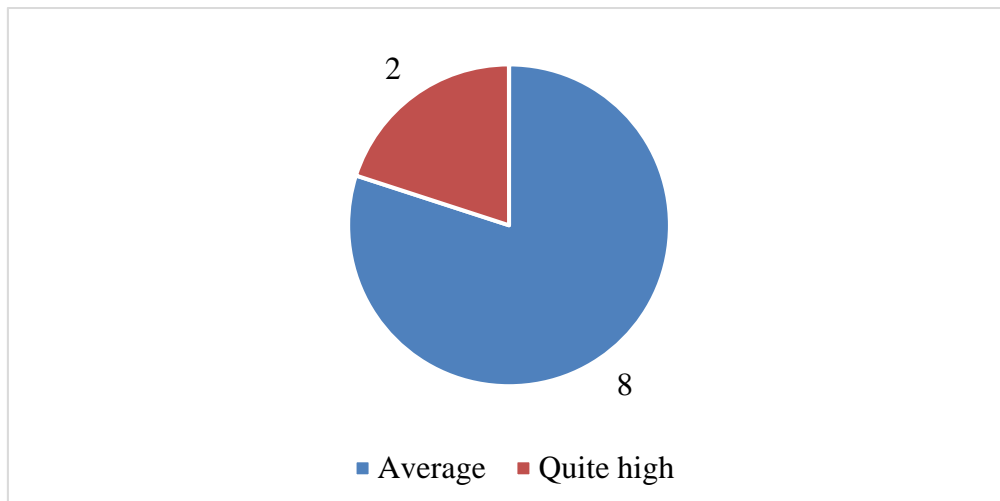
was. During the lessons this student answered the question, did all the tasks, took part in all discussions, but when she must write tests or essays, she had many mistakes.

When students were asked to evaluate their level of the English language knowledge, the main part of them marked it as average, only four of them – as quite high (see Figure 4).



**Figure 4.** Students' Knowledge of the English Language.

This time the author of the Diploma Paper agrees to students' opinion. According to the answers on next question, only two students have quite high level of English language grammar knowledge, but the main part admits that their knowledge is average (see Figure 5).



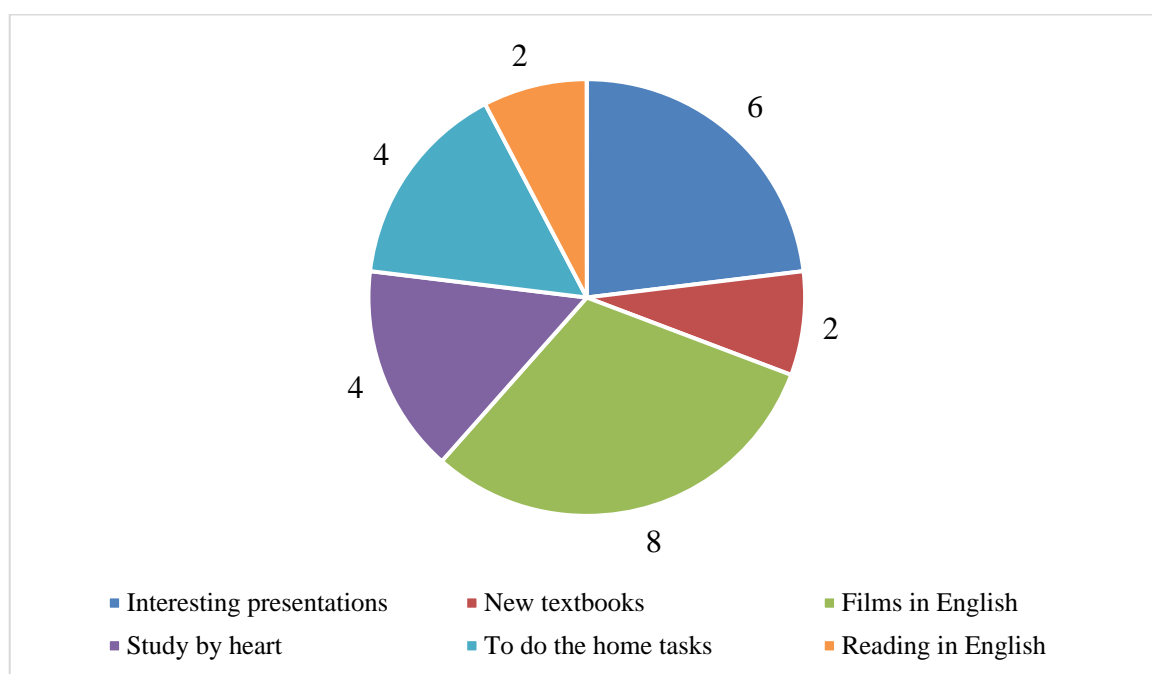
**Figure 5.** Students' Knowledge of English Language Grammar.

Seven students think that grammar is very important when learning the language. It is necessary to know how to write formal and informal letters, job applications, CVs, it can help to find a better job and it is very important to speak correctly. Three students consider that

English language grammar is not important. They think that it is enough that they can speak, even if they do not do it correctly.

When students were asked about difficulties in grammar acquisition, four of them admitted that they had them, but six students said that they did not. Unfortunately, the author had another opinion. Looking through these students' diagnostic works again, she established that two students had difficulties with prepositions, another two were not successful in Perfect Tenses and forms of verbs, but remaining two did not like the 2<sup>nd</sup> conditional. It was sad that students did not acknowledge it and did not allow to help them. The same students also did not attend tutorials. However, this could be their age peculiarity.

Students' wishes in connection with support to improve their knowledge in grammar are displayed in Figure 6.



**Figure 6.** Sources to Improve Students' Knowledge in English.

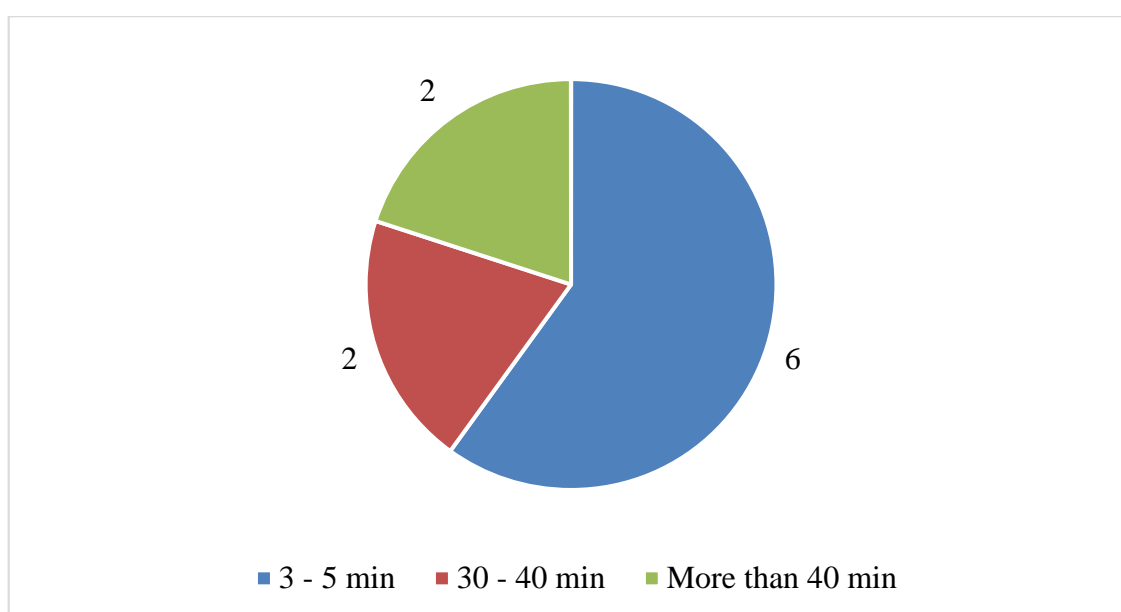
Sadly, but none of them mentioned conversations with their friends abroad by skype and using social networks. The author of the Diploma Paper knows that students do it, their class teacher shared the information. It is a very good way how to improve students' knowledge of the English language, including grammar. Of course, they should distinguish between the formal language and language they use talking to their friends.

There is no secret that sometimes students who have difficulties in the English language, have difficulties in the native language, too. The author of the Diploma Paper wanted to find out if there was the same connection. Only three students out of ten admitted

that they also had some difficulties in the native language (participial clause, punctuation, word order, perfect tenses).

The most shocking answers the author received on the question about the time that students devote to get ready for English language lessons (see Figure 7).

Just two students spend more than 40 minutes to do the home tasks, prepare for the tests and learn the new vocabulary and grammar rules. Other two students need 30 – 40 minutes to get ready for lessons. The main part of young people need only 3 – 5 minutes to take or find their notebooks. No wonder that they do not have good academic achievement and have low results in grammar tasks. It shows that students have a very trivial attitude to the learning process and do not have any motivation.



**Figure 7.** Time Spent to get Ready for Lessons.

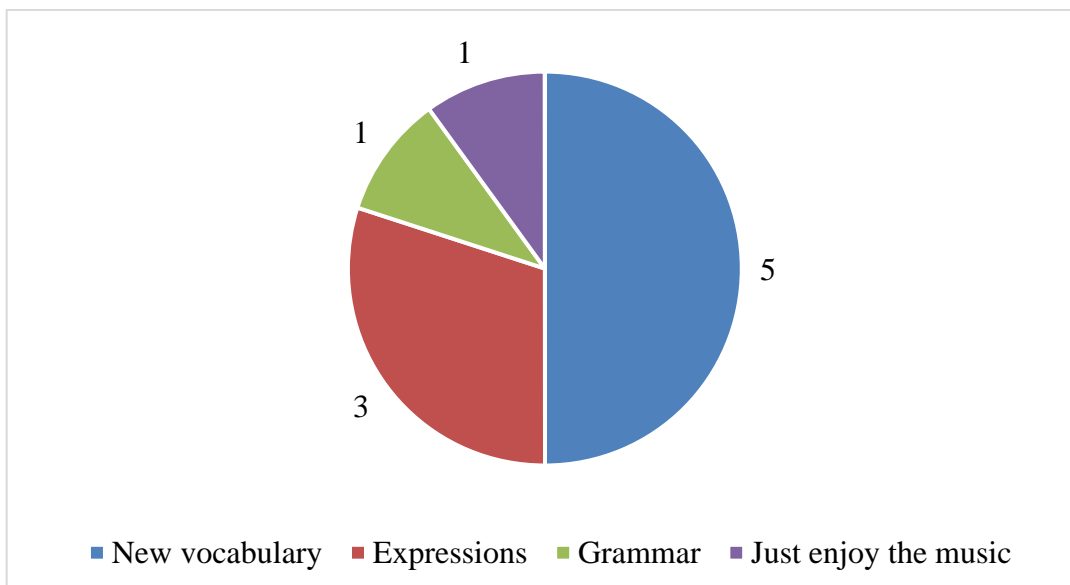
A half of the group attends tutorials only to get higher marks, clarify some unclear questions and write tests, other five students do not think that it is necessary.

All ten students like songs in English. Their favourite singers are Ariana Grande, Selena Gomez, Rihanna, Eminem and other rap performers, and such bands as One Direction, OneRepublic, Jonas Brothers and 30 Seconds to Mars.

They admitted that listening to songs in English helps them to learn the new vocabulary, expressions and some grammar rules (see Figure 8). The most used expressions were:

- ) “Don't you worry, don't you worry child...” (lyrics by Swedish House Mafia);
- ) “It's too late to apologize...” (lyrics by OneRepublic);
- ) “Where do broken hearts go?” (lyrics by One Direction);

- ) “There are no boundaries...” (lyrics by Kris Allen);
- ) “What do you want from me?” (lyrics by Adam Lambert);
- ) “I got one less problem without you...” (lyrics by Ariana Grande);
- ) “The heart wants what it wants...” (lyrics by Selena Gomez).



**Figure 8.** The way how songs in English help students to learn the language.

Students of this group are very demanding to teachers, lessons must be interesting and pithy. The teacher must consider that students will see his / her mistakes first, only then their own mistakes. These young people like to be appreciated, praised and noticed, but they also need to be motivated all the time. The main part of them do not like to do home tasks and spend enough time to get ready for the lessons. It will be very challenging for the author of the Diploma Paper to find the most appropriate inductive method to help them in grammar acquisition.

### **3. 3 REFLECTION OF MORE EXPERIENCED TEACHERS’ OPINION ON TOPIC**

Not every person can be a teacher. The teacher must be an educator, a mother or a father, a social worker, a friend, an entertainer, a confidante, a clown sometimes and etc. It takes years to become a really good teacher. More experienced ones can help others to find the right way to students.

Ten teachers from Madona, Lubāna and Varakļāni regions took part in this questionnaire survey. Their length of service vary from 10 to 34 years. One teacher has private classes, another teaches 3<sup>rd</sup> – 12<sup>th</sup> graders, seven of them teach 10<sup>th</sup> – 12<sup>th</sup> graders and one teaches 6<sup>th</sup> – 9<sup>th</sup> graders.

The majority of their students likes to learn the English language. They use English:

- ) to look for information on the Internet;
- ) to listen to music enjoying lyrics;
- ) to use conversational phrases and watch films and telecasts;
- ) to play computer games and use the language of computer games;
- ) to communicate in social networks;
- ) to do what they enjoy.

They also see the real necessity of the language. Only some of them go deeper: read books and study the terminology necessary for the future job. If an adequate approach is found (finding the type of exercises students like the most), then in most cases the students will enjoy the lesson.

Some or very few of their students have difficulties learning languages. It takes more time to them to acquire certain things and it makes them anxious. They do not feel well enough in the classroom when they compare themselves with other classmates.

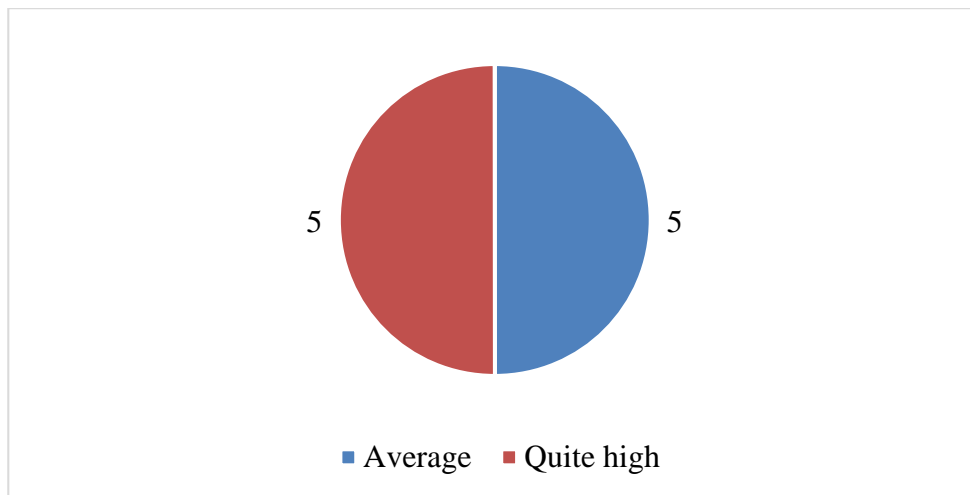
Other reasons can be:

- ) disbelief in their ability;
- ) laziness;
- ) low learning ability;
- ) no motivation.

Teachers admit that it can be caused by negative learning experience in the primary and elementary school.

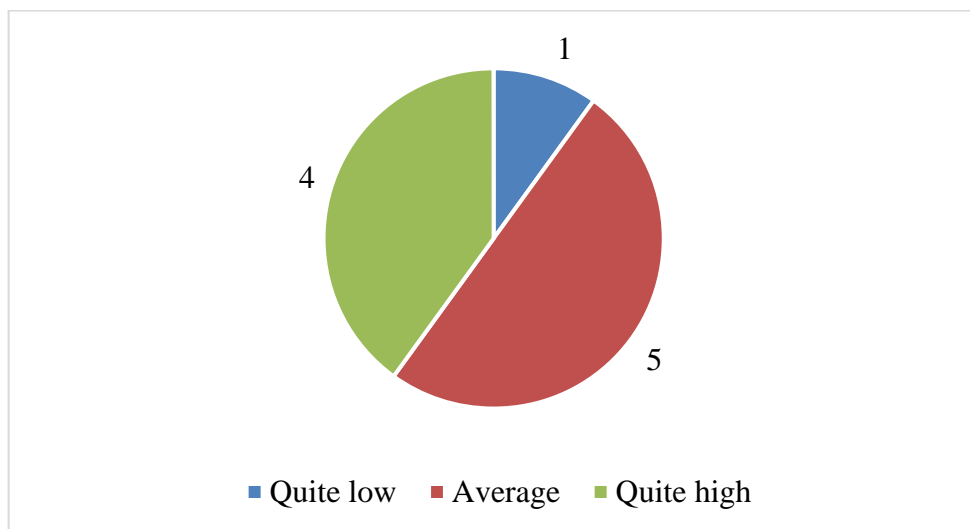
There will always be the ones who do not enjoy the lessons - either they are not very proficient in English / have troubles learning it and therefore dislike learning (nobody likes to do something they are not skilled at) or they do not think they will need the language in future.

Five teachers think that the level of their students' English language knowledge is average, but other five teachers think that the level is quite high (see Figure 9).



**Figure 9.** Teachers' Opinion on Their Students' English Language Knowledge.

Everything changes when they are asked to answer the question about their students' knowledge of the English language grammar (see Figure 10). Four teachers think that the level of knowledge is quite high, five consider that the level is average, but one teacher admits – the level is low.



**Figure 10.** Teachers' Opinion on Their Students' Grammar Knowledge.

Teaching grammar, they look at models and rules and then have quite a lot of exercises, sometimes as a quiz between groups of students. Their students do:

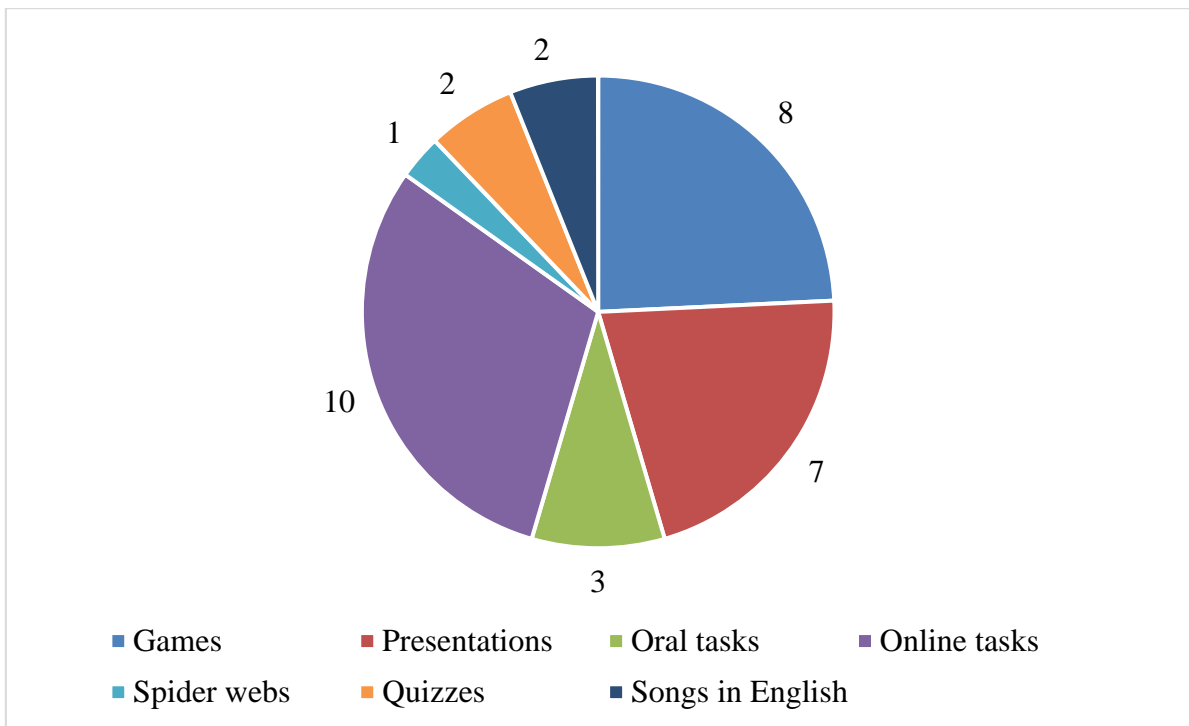
- ) gap filling;
- ) multiple choice;
- ) translation;
- ) "freestyle pair work" - one student speaks and the other one writes down his speech;

Most of their students do not like grammar as such because it requires accuracy. They also do not like:

- ) articles;
- ) phrasal verbs;
- ) simple and progressive tenses (there is not such in Latvian grammar);
- ) passive voice;
- ) use of commas and apostrophes;
- ) prepositions;
- ) spelling.

Responding to the facts mentioned in the subchapter 3. 2., these students have something in common with the students, in particular, of vocational secondary school. They both do not like prepositions and passive voice. The author of the Diploma Paper was surprised that none of the teachers mentioned that their students had difficulties with forms of verbs, the 2<sup>nd</sup> conditional or perfect tenses.

Teachers use games, attractive presentations, spider webs, quizzes, oral and online tasks to make the learning of grammar more interesting (see Figure 11). There are many interesting grammar exercises on the Internet. Teachers like them because students can check their answers themselves and immediately. Three teachers mentioned that they do online tasks on [www.uzdevumi.lv](http://www.uzdevumi.lv), [www.ego4u.com/en/cram-up/grammar](http://www.ego4u.com/en/cram-up/grammar), <http://www.english-grammar.at>. Another important internet source is the homepage of National Centre for Education of the Republic of Latvia <http://visc.gov.lv/vispizglitiba/eksameni/uzdevumi.shtml>. Many teachers and students use this homepage to get ready for the final examination in Grade 12. Two teachers mentioned that they use songs in English to teach vocabulary, but not to teach English language grammar.



**Figure 11.** Tasks to Make Grammar Acquisition More Interesting.

According to teachers' answers, their students' favourite grammar tasks are:

- ) games;
- ) online tasks;
- ) tasks that do not involve a lot of writing;
- ) matching;
- ) multiple choice;
- ) tasks where the students must to write in the missing letter or letters.

Nowadays teachers can use computers, the Internet, multimedia projectors or interactive whiteboards to make lessons more interesting. Students like up-to-date teachers who can choose any of their or their students' favourite songs and transform them into grammar exercises. Students can do tasks of prepositions, mixed tenses, irregular verbs and word order and others based on these songs. It sounds a little bit challenging, but it is worth it.

### **3. 4 ANALYSIS OF STUDENTS' FINAL WORKS (POEMS)**

Students' answers in the questionnaire showed that all of them listen to songs in English. The author of the Diploma Paper decided to use this fact to improve students'

knowledge in the English language grammar. She resolved on choosing an inductive grammar acquisition method instead of a traditional deductive method.

Before the author of the Diploma Paper thought out that she could use songs in English to teach grammar to her students she often used grammar tasks made by Murphy (1997). Some of them can be found in Appendix No. 8. These tasks are the examples of the deductive grammar acquisition method because everything that is needed to do them is already given. Such tasks are very suitable for the author's students because on the one page there are the particular grammar rules and on the other page there are tasks to improve the acquired knowledge. Unfortunately, her students rarely read the grammar rules first. They did the tasks, mostly incorrectly, then they were very angry and unsatisfied, and did not want to hear anything about the English grammar. The author decided to use the method when the students must find out and explain the particular grammar rules by themselves without the teacher's explanations and examples.

During the teaching practice the author of the Diploma Paper used four songs to teach the grammar rules.

The first one was song "If I Had a Million Dollars" by Barenaked Ladies. This song was used to teach the 2<sup>nd</sup> conditional.

Next song was "Counting Stars" by OneRepublic. The author used this song to teach the forms of verbs. The part of the lyrics is shown below:

I see this life like a swinging vine  
Swing my heart across the line  
And my face is flashing signs  
Seek it out and you shall find  
Old, but I'm not that old  
Young, but I'm not that bold  
I don't think the world is sold  
I'm just doing what we're told

(lyrics by OneRepublic)

At first the students were listening to the song. Then they tried to write down all the verbs they could remember. After that the teacher gave out her handouts with the lyrics of this song and the students checked the spelling. When it was done, the students were asked to write the last two forms of these verbs, for example, *think – thought – thought* or *see – saw – seen*. Then students explained the teacher how they would form the past simple and past participle for the verbs that are not irregular verbs.

The third song was “I Still Haven’t Found What I’m Looking For” by U2. This song was used to teach perfect tenses. Take a look at the part of the lyrics:

I have climbed the highest mountains  
I have run through the fields  
Only to be with you  
Only to be with you.

I have run, I have crawled  
I have scaled these city walls  
These city walls  
Only to be with you.

(lyrics by U2)

This time the handouts with the lyrics were given to the students in the beginning of the lesson. They looked through the lyrics and listened to the song and tried to imagine how the perfect tenses are formed. Unfortunately, many students did not want to participate and said that the task is too difficult for them. Then the teacher and a few students explained the rule to others. Actually, it was the only day when the students were so unresponsive.

The fourth song was “Preposition” by The Bazillions. The last song was used to teach prepositions. It had a video, too. The video was quite childish, but the students liked it. They even tried to sing along. After watching the video and reading the lyrics, each student explained the use of particular preposition to others. In the beginning the students were shy and did not want to talk, but after a few minutes the shyness disappeared.

The students used *in* instead of *on* the 2<sup>nd</sup> floor, *in* instead of *at* home (she is at home), *by* instead of *on* foot etc. The song was very long, but the part of it is shown below.

Preposition, it’s your ambition  
to tell me tell me tell me  
exactly my position

I could be on the couch  
or outside my house  
am I across the street  
or within your reach

Did I go up the stairs  
or fall off my chair

am I in front of you  
are you behind me too

(lyrics by The Bazillion)

The author of the Diploma Paper found the lyrics of particular songs on the Internet and designed her own tasks. Each song was played only once. When the song was played, the students were just listening. Then they tried to find out how the rule works. After some time the author gave them handouts with the lyrics. The students could compare their notes with the lyrics. Only then the teacher answered all the questions. At the end of the lesson students were asked to write their own examples (at least 5 sentences) to improve the acquired knowledge.

At first students were amazed by that kind of grammar teaching method. They were accustomed to traditional methods when the teacher explained the grammar rules and then they did several tasks. Suddenly they had to understand and explain the grammar rules themselves. After the first lesson young people had mixed feelings. They admitted that the method was quite good and interesting, but very difficult to them. The author explained that it was always a bit challenging to start something new. She offered students to bring their own favourite songs on particular grammar rules. Two students brought their favourite songs already next time. Student 1 liked Pink's song "Glitter in the Air" on perfect tenses, but Student 5 brought Beyoncé's song "If I Were a Boy". This song was on the 2<sup>nd</sup> conditional. Only then other eight students started to show the interest and tried to find the appropriate songs on their grammar rules.

When students were able to explain the rules, the author of the Diploma Paper challenged them more. They were introduced to the author's idea about poem writing. The students were not happy at all. Their first reaction was understandable. At the outset it seemed to be a very difficult task, but when they began to do it, they changed their mind (see Appendix No. 9). During the teaching practice the author covered topics about school and education that is why the poems are so similar.

Two students wrote poems about prepositions, three students wrote poems about the second conditional, other two students wrote poems about forms of verbs (infinitive, past simple, past participle) and remaining three students wrote mixed poems: perfect tenses and the second conditional.

Student 1 wrote a mixed poem about perfect tenses and the second conditional. The title of this poem was "My not so favourite school subjects". He wrote about his attitude to particular school subjects and things that happen if he does not study hard enough.

English, mathematics, physics and chemistry aren't my favourite school subject  
They make me feel sick  
If I were a liar I would tell you the opposite  
Low marks, lost scholarship and pocket-money  
If I was a teacher I would repeal all the tests  
Have the teachers been in our place?  
Yes, of course, but they have forgot about it.

To be quite honest about it, the poem was very interesting, though there were some mistakes. In author's opinion, these were slips of the pen. The student wrote *was* instead of *were* and *forgot* instead of *forgotten*. They have learned that *I* goes together with *was*, but *were* goes together with the plural. No wonder that it is a bit confusing. Talking about the forms of verbs, Student 1 must revise that the present perfect is made by have + past participle.

Student 2 wrote a poem about the forms of verbs. The title of her poem was "My cray day at school." She wrote this poem to introduce the teacher and her group mates with her daily routine that becomes effective when she oversleeps.

I jumped out of my bed  
I had a shower and brushed my teeth  
I got dressed and had a cup of green tea  
I left my room and went to school  
I have never run so fast before  
I have never copied from my class mate so fast before  
I have never smoked my cigarette so fast before

This student used not only past simple in her poem, but she also added the present perfect. There wasn't any mistake. When this student presented her poem, everybody was listening. She had such a pleasant voice and manner of performing that even hooligans of the group stayed quiet and were agreeably surprised.

Not all students were so successful poets and performers. A few of them even after poem writing had some slight mistakes. Student 3 wrote a poem about prepositions (see Appendix No. 10). The title of the poem was "I'm confused." This poem contained the information about student's feelings using all kinds of prepositions (prepositions of time, place, direction etc.).

On the door or at the door?  
On the wall or at the wall?  
Where exactly are my posters, tables, watches and shoes?

I'm confused!  
By bus and by plane,  
By car and with foot?  
So, how exactly did I get to school?  
I'm confused!

Actually, it is very easy to get confused. All the prepositions they need to know, remember and use disorganize them. Student 3 still cannot remember that he must use *on foot* instead of *with foot* and *on the third floor* instead of *in the third floor*.

Student 4 wrote a poem about the 2<sup>nd</sup> conditional (see Appendix No. 11). The title of this poem was "My poor, poor school."

My teachers are so sad  
If I were a clown I would cheer them up  
My teachers are so exhausted  
If I had a lot of money I would send them on vacation  
My teachers are so uncommunicative  
If I had a fish I would name it Teacher  
My teachers are so pessimistic  
If I had some knowledge I would train them to live in style

This poem was quite sad, but it was the author's favourite one. The student showed that he understands the rule how to form the 2<sup>nd</sup> conditional. In the beginning he also had the same slips as Student 1, but at the end he realized his mistake. This student admitted that he did not pay enough attention to grammar. He promised that he will change his attitude.

Student 5 also wrote a poem about the 2<sup>nd</sup> conditional. This poem was about her feelings and life in the students' hostel. The title of this poem was "The worst day".

That's it...  
I'll tell them everything I feel right now...  
If I won the lottery I would buy a big house  
With a lot of cozy rooms  
With a lot of colourful and interesting books  
With a lot of teddy bears  
If I could do that I would be very happy  
Without my double-faced friends  
Without my roommates who don't like me  
Without my schoolmates who laugh at me all the time

Actually, it was quite a depressive poem. The author of the Diploma Paper could understand this student because she experienced the same in secondary school. After conversation with the student's class teacher the author found out that this student feels lonely, misunderstood and too grown up for her age. Student 5 understands how to form the 2<sup>nd</sup> conditional, but sometimes she has slight mistakes using forms of verbs. She knows that she must use the infinitive after *I would, I could*, but she uses past simple or past participle anyway. The author hopes that the student will learn it by heart.

Student 6 wrote a poem about perfect tenses and the second conditional. This student had the highest marks in the group. He was good at all kind of prepositions, the forms of verbs, comparative and superlative, even at passive. His poem was about students' rights and duties. The title of this poem was "I do what I want to do."

If I were a head teacher of this school I would ask to everyone:

Have you done your home tasks?

Have you passed all the tests?

Have you attended all the lessons?

If I were a bad student I would answer:

No, I haven't done my home tasks yet

And I haven't got good marks

But I have smoked in unpermitted place

Looking through this poem, the author of the Diploma Paper realized that the student knows how to form and use the perfect tenses and the 2<sup>nd</sup> conditional. He was one of few students who really enjoyed the task. If he had any questions he attended the tutorials.

Student 7 wrote a poem about perfect tenses and the second conditional (see Appendix No. 12). At the end he told that it was a nightmare for him. It was very difficult to start to write the poem because he did not understand the rules, at the same time the student did not attend the tutorial and did not ask for help. This student had more mistakes than others. The title of the poem was "Leave me alone." Very promising start.

I hate the English language

And I hate the grammar, too.

If I can do everything I want I would left the school.

If my parents was rich I would travel around

Have you ever be to USA?

Have you ever see pyramids?

In author's opinion, this student even did not try to create something nice and educative. He did this task just for the teacher not to learn something. The student still did not know how to

form the second conditional and the perfect tenses. He used the infinitive instead of the past simple or past participle and he did not see the difference between the plural and singular. This student also did not know that there must be the article *the* before USA. The particular student was asked to attend the tutorial, but he did not use this opportunity. It is very hard to teach someone if this person does not want it. Student 7 had no motivation to learn the English language. In his opinion, it was enough that he could communicate using short phrases and sentences.

Student 8 wrote a poem about the forms of verbs. The title of his poem was “Forms of verbs in my school life.”

Do, did, done.

I do my homework every day.

I did it also yesterday.

I have done it already.

Read, read and read.

I read books.

I read one a week ago.

I had read it when I was a child.

This poem also was about school. The author of the Diploma Paper added only an extract of it because it was much longer. The student used almost all verbs that were connected with the new vocabulary and his studies (come, get, know, learn, teach, mistake, understand and etc.). He tried to use all three forms of each verb to show the teacher that he finally knows these forms. This student made a confession that he better likes to use short and grammatically correct sentences than the long ones. Analyzing his diagnostic work, the author of the Diploma Paper noticed that the student also has difficulties with prepositions, especially with prepositions of time, tenses and word order in longer sentences. It was not possible to make poems for each of the particular grammar rules in so short period of time, but the student promised that he will study by heart and attend the tutorials almost every week.

Student 9 wrote a poem about the 2<sup>nd</sup> conditional. This poem was very short, only 8 lines. The student explained that he did not have enough time to finish it. At the same time he declined the offer to finish it later. The title of the poem was “Holidays”.

I would travel all over the world if I were rich.

I would go to Australia if I had a travel visa.

I would go to China if I knew how to get there.

If I had a lot of money I would buy my own jet.

If I had my own jet I would travel very fast.

I could fly everywhere if I were a pilot.

If I were the pilot girls would like me very much.

If I had a lot of money they would love me too.

If they would love me because of the money I would not be very happy.

Even though this poem was very short it contained all the necessary rules to form the 2<sup>nd</sup> conditional. The author thought that this student knows how to do it. This student was not at school when his group mates presented their works. He did not have such an opportunity to present his poem and evaluate performance of others. Analyzing diagnostic work of this student, the author of the Diploma Paper observed that he did it superficially: his handwriting was illegible, the letters were missing even in quite short words.

Student 10 wrote a poem about prepositions. This student had a quite high mark in primary school and good results in diagnostic work. The author of the Diploma Paper was very surprised when she found out that he has that kind of difficulties. Mostly students do not like tenses, irregular verbs and word order in sentences. The student told that he knows how to use them, but sometimes he gets confused if there are many tasks to do.

The title of his poem was “Prepositions everywhere”. The poem was relatively simple, but it was written without mistakes.

It's on my desk, it's under it

It's in my bag, it's near it

It's on the ceiling, behind the shelf

Help me, somebody, help me, help

When all the poems were written, students presented them to their group mates, the teacher and some guests. They recited the poems, then explained the grammar rules to others. Student 2, Student 6 and Student 9 did it better than others. Their performances were convincing and explanations more understandable. Student 7 had the lowest result. Two students were absent that day.

When the lessons were over, the author of the Diploma Paper realized that she could use some suitable slides and music as the background to make the atmosphere more pleasant.

After the teaching practice in vocational secondary school the author of the Diploma Paper realized that students in this group were both very unconfident and too self-confident, many of them had no motivation to study the English language, they needed to be praised and taken into account, at the same time these students were more demanding to the teachers than to themselves. They noticed the teachers' slightest mistakes, but they did not see their own. The first week of the teaching practice was rather difficult than successful and nice. A few

students wanted to show off and disturbed the lessons. Later the author of the Diploma Paper found the way how to deal with it: she just ignored them. It worked.

Students of Group L1 did not like to do the home tasks, they did not pay enough attention to studies and their marks, and it was enough to have a four. The students were very suspicious to all the changes they faced and they were accustomed to traditional teaching methods. In the beginning it was quite difficult to teach them. They did not appreciate the author's chosen inductive grammar teaching method. Only when the first student wrote and presented his poem, they followed his example. At the end both the teacher and the students were very satisfied by what they had done and learnt.

As the author of the Diploma Paper has already mentioned before, teachers can use their own or their students' favourite songs to create interesting and effective tasks to teach the English grammar. Students, of course, will be more interested if teachers choose their favourite songs. In September the author of the Diploma Paper gave her students a sheet of paper and they wrote down their favourite bands and songs. Then the author found the lyrics of these songs and created appropriate grammar tasks. There are not more than 15 students in each group, so it is possible to listen to all the songs during the school year. Sometimes students choose songs that contain many swearwords, text abbreviations and everyday speech. In these cases the author of the Diploma Paper explains why the particular song (lyrics with swearwords) was not accepted and when they can use short forms, text abbreviations and everyday speech during the final examination (informal letters, dialogues in the oral part) in Grade 12. Actually, why not use that kind of grammar tasks (lyrics of songs in English) in the final examination?

## CONCLUSION

It was many years ago when teachers were authorities. Students admired and respected them, they wanted to be like them. All these teachers knew how to teach even boring grammar rules as something very interesting and exciting. No doubt that some of them were very strict, and students were afraid of them, but there was a discipline in the classroom and students worked and acquired the knowledge.

Nowadays many students go to school only to spend time, eat free meals, use Wi-Fi to play computer games and chat, meet their classmates and disturb lessons not to gain the education. They know their rights rather than duties. It is hard to change their attitude and behaviour because the collaboration between students, teachers and parents does not work. Teachers must be the ones who look for new ideas, opportunities and create tasks to involve both those who want to study and those who are not so interested in it.

Teachers never give up. They are like *the squirrels in the wheels* - they always look for creative solutions to a variety of situations and believe in what they are doing. They can use different kind of grammar practice activities such as drills, written exercises (growing stories, split sentences, word building, grammar quiz and so on), elicited dialogues, questionnaires and games (miming an action, picture dictation, memory test and etc.) to reach this aim.

Students who like grammar prefer written exercises like *gap fills, brackets and word building*. They accept a challenge and try to do them individually. It is a way how to test their knowledge and understand what they should improve. Word building tasks and tasks where students should use only one word in each space are offered to receive a higher level on the final examination in Grade 12. Students who are not so confident in grammar like tasks where they can choose one of two or three already given answers, matching tasks and split sentences. Some of them just count on fortune.

Sometimes students are very tired, exhausted and bored by traditional teaching methods. Different songs in English as the grammar teaching method is something unexpected for them, especially if teachers use the songs by students' favourite singers or bands. It can make lessons more interesting and learning process can provide pleasure, inspiration and satisfaction. This method can be not only a change in routine, but also promote development of students' creative skills, raise the interest and imagination of each student and develop intellectual thinking or even musical taste. One Direction, The Beatles, Adam Lambert, Celine Dion, Marc Anthony, Enrique Iglesias, Selena Gomez, Eminem or

Jennifer Lopez, classical or country music, hip hop, jazz or rap... There are many ways how to use different authors' songs and styles of music to make the English grammar acquisition more effective. Nowadays both teachers and students can use computers, the Internet, multimedia projectors or interactive whiteboards. They can use these devices to make their knowledge of the English grammar better.

At the beginning the author of the Diploma Paper used songs in English to teach the new vocabulary then she started to use them to teach different grammar rules to her students. If usually the grammar rules were explained by the teacher, now, using the inductive grammar acquisition method the students tried to explore and understand these rules by themselves.

During her teaching practice in the particular group, the author of the Diploma Paper realized that many students were unconfident, they needed motivation and encouragement all the time. The majority of them did not like to do the home tasks and they had difficulties with prepositions, the 2<sup>nd</sup> conditional, forms of verbs and Perfect Tenses. However, they were very demanding to teachers. She understood that her chosen method would be very challenging for these students and the realization of it would be quite time consuming.

The author found out that all the students liked to listen to different kind of music. She decided to take an advantage of it and use songs in teaching of the English grammar. The author of the Diploma Paper chose the song "If I Had a Million Dollars" by Barenaked Ladies to teach the 2<sup>nd</sup> conditional. Next song was "Counting Stars" by OneRepublic. The author used this song to teach the forms of verbs. The third song was "I Still Haven't Found What I'm Looking For" by U2. This song was used to teach Perfect Tenses. The fourth song was "Preposition" by The Bazillions. The last song was used to teach prepositions. The author found the lyrics of particular songs on the Internet and designed her own tasks. Students' home task was quite challenging. They were asked to choose one song each that contains the grammar rule that causes difficulties for them and present this song and explain the rule to others. The final task was poem writing. Each student wrote the poem on particular grammar rule then presented it and explained the rule to others during the open lessons.

Though at the beginning students did not like to participate and write poems on grammar rules, at the end they were proud that they did it even a few of them still had some mistakes. The author did not forget to encourage, motivate and praise the students when it was necessary. The students appreciated it and tried to work as well as they could.

The author of the Diploma Paper wants to encourage other teachers not to be afraid of trying something now and challenging even it does not work immediately. The most important thing – the teacher should always be patient, polite, creative, willing to work and open-minded.

## **THESES**

1. Grammar is an essential part of any language. Students will need this knowledge to speak, fill in different forms, write CVs, formal and informal letters and pass the examination in Grade 12.
2. There are many reasons why students are not successful at studies: lack of basic knowledge, absence, classmates' and friends' influence, laziness, and negative experience from previous schools, adaptation problems or even learning difficulties.
3. Using the deductive grammar acquisition method students first learn rules then try to make sentences on the basis of those rules.
4. Using the inductive grammar acquisition method students come into contact with examples of the language and try to work out how it is constructed themselves.
5. Songs in English promote students' creativity and make their mood better, help students to learn new vocabulary and grammar rules, make lessons and topics to be learnt more interesting.
6. Sometimes students from primary schools come like blank sheets of paper without basic knowledge of the English language. It takes very hard work for both teachers and students to get them to the level that allows them passing the final examination.
7. Students do not spend enough time to prepare for the English language lessons. Though they know they have some difficulties in grammar, they do not attend tutorials.
8. Students admit that songs in English help them to learn different expressions, new vocabulary and grammar rules, and improve pronunciation.
9. Teachers use games and quizzes, attractive presentations, spider webs, oral and online tasks to make the learning of grammar more interesting and effective.
10. Students are very suspicious to all the changes they face and they are accustomed to traditional grammar teaching methods so the teacher has to use all her professional mastery to persuade them.

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**Task 1**

***Listen and fill in!***

***Pokémon Theme Song***

I 'wanna' be the ..... (1),  
like no one ever was.  
To catch them is my real ..... (2);  
..... (3) them is my cause.

I will travel ..... (4) the land,  
searching ..... (5) and wide.  
Each Pokémon to understand  
the power that's ..... (6)

Pokémon!  
(Gotta catch them all)  
It's you and me  
I know it's my destiny  
Pokémon!  
Ohh, you're my best friend,  
in a world we must defend.

Pokémon!  
(Gotta catch them all)

A heart so true.  
Our courage will pull us through.  
You teach me and I'll teach you.  
Pokémon!

(Gotta catch them all) x 2  
Yeah!

Every ..... (7) along the way  
with courage I will face.  
I will ..... (8) every day  
to claim my ..... (9) place.

Come with me ..... (10) is right.  
There's no better team.  
Arm and arm we'll win the fight.  
It's ..... (11) our dream.

Pokémon!  
(Gotta catch them all)

It's you and me  
I know it's my destiny

Pokémon!

Ohh, you're my best friend,  
in a world we must defend.

Pokémon!  
(Gotta catch them all)

A heart so true.  
Our courage will pull us through.  
You teach me and I'll teach you.

Pokémon!

(Gotta catch them all) x 5

Yeah!  
Pokémon!  
(Gotta catch them all)  
It's you and me  
I know it's my destiny

Pokémon!

Ohh, you're my best friend,  
in a world we must defend.

Pokémon!

(Gotta catch them all)  
A heart so true.  
Our courage will pull us through.  
You teach me and I'll teach you.

Pokémon!  
(Gotta catch them all) x 2

Pokémon! (Pokemonfan13)

*Fill in the forms of verbs!*

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
be		
catch		
come		
know		
teach		
understand		
win		
pull		
claim		
travel		
want		
train		

*Write your own sentences using five of the listed verbs!*

- ) .....
- ) .....
- ) .....
- ) .....
- ) .....

## If I Had a Million Dollars

by The Barenaked Ladies

### 'Second Conditional'

**if + past.....would + infinitive**

For example: **if I had** a million dollars **I would buy** you a house.

If I had a million dollars  
If I had a million dollars  
Well I'd buy you a house  
I would buy you a house  
If I had a million dollars  
If I had a million dollars  
I'd (silent) buy you furniture for your house  
Maybe a nice chesterfield or an ottoman  
And if I had a million dollars  
If I had a million dollars  
Well, I'd buy you a K-Car  
A nice Reliant automobile  
and If I had a million dollars I'd buy your love

If I had a million dollars  
I'd build a tree fort in our yard  
If I had million dollars  
You could help, it wouldn't be that hard  
If I had million dollars  
Maybe we could put like a little tiny fridge in there somewhere  
You know, we could just go up there and hang out  
Like open the fridge and stuff  
There would already be laid out foods for us  
Like little pre-wrapped sausages and things

mmm, They have pre-wrapped sausages but  
they don't have pre-wrapped bacon  
Well, can you blame 'em  
Uh, yeah

If I had a million dollars  
If I had a million dollars  
Well, I'd buy you a fur coat  
But not a real fur coat that's cruel

And if I had a million dollars  
If I had a million dollars  
Well, I'd buy you an exotic pet

Yep, like a llama or an emu  
And if I had a million dollars  
If I had a million dollars  
Well, I'd buy you John Merrick's remains  
Ooh, all them crazy elephant bones  
And If I had a million dollars I'd buy your love

If I had a million dollars  
We wouldn't have to walk to the store  
and If I had a million dollars  
Now, we'd take a limousine 'cause it costs more  
If I had a million dollars  
We wouldn't have to eat Kraft Dinner  
But we would eat Kraft Dinner  
Of course we would, we'd just eat more  
And buy really expensive ketchups with it  
That's right, all the fanciest Dijon ketchups!  
Mmmmmm, Mmmm-Hmmm

If I had a million dollars  
If I had a million dollars  
Well, I'd buy you a green dress  
But not a real green dress, that's cruel  
And if I had a million dollars  
If I had a million dollars  
Well, I'd buy you some art  
A Picasso or a Garfunkel  
If I had a million dollars  
If I had a million dollars  
Well, I'd buy you a monkey  
Haven't you always wanted a monkey

If I had a million dollars  
I'd buy your love

If I had a million dollars, If I had a million dollars  
If I had a million dollars, If I had a million dollars  
If I had a million dollars  
I'd be rich

When working with the second conditional just think about doing something hypothetically in the time period around now.

For example:

**If I went to the gym then I would get stronger.**

It is a little confusing because you use 'if' with the PAST to express something hypothetical and in the present. Basically it is like saying something you could do now and what would happen.

Another example of the second conditional:

**If I saved 100 Euros a month I would be able to buy a house.** (Tower)

**I Will Survive**  
by Gloria Gaynor

*Before you listen, try to add prepositions to the gaps. Listen and check.*

\_\_\_\_\_ first I was afraid, I was petrified  
Kept thinking I could never live \_\_\_\_\_ you \_\_\_\_\_ my side  
But then I spent so many nights thinking how you did me wrong  
And I grew strong and I learned how \_\_\_\_\_ get along

And so you're back, \_\_\_\_\_ outer space  
I just walked \_\_\_\_\_ to find you here with that sad look \_\_\_\_\_ your face  
I should have changed that stupid lock, I should have made you leave your key  
If I'd have known \_\_\_\_\_ just one second you'd be \_\_\_\_\_ to bother me

Go \_\_\_\_\_ now, go - walk \_\_\_\_\_ the door  
Just turn \_\_\_\_\_ now, cos you're not welcome anymore  
Weren't you the one who tried \_\_\_\_\_ hurt me \_\_\_\_\_ goodbye  
Did you think I'd crumble? Did you think I'd lay \_\_\_\_\_ and die?

Oh no, not I  
I will survive  
Oh as long as I know how \_\_\_\_\_ love  
I know I'll stay alive  
I've got all my life \_\_\_\_\_ live  
I've got all my love \_\_\_\_\_ give  
And I'll survive  
I will survive

It took all the strength I had not \_\_\_\_\_ fall apart  
Kept trying hard \_\_\_\_\_ mend the pieces \_\_\_\_\_ my broken heart  
And I spent oh so many nights feeling sorry \_\_\_\_\_ myself  
I used \_\_\_\_\_ cry, but now I hold my head \_\_\_\_\_ high

And you see me, somebody new  
I'm not that chained \_\_\_\_\_ little person still \_\_\_\_\_ love \_\_\_\_\_ you  
And so you felt \_\_\_\_\_ dropping \_\_\_\_\_ and just expect me \_\_\_\_\_ be free  
But now I'm saving all my loving \_\_\_\_\_ someone who's loving me

CHORUS (Case)

**Apologize**  
by One Republic

I'm holding on your rope,  
Got me ten feet off the ground  
I'm hearin' what you say but I just can't make a sound  
You tell me that you need me  
Then you go and cut me down, but wait...  
You tell me that you're sorry  
Didn't think I'd turn around, and say...

That it's too late to apologize, it's too late  
I said it's too late to apologize, it's too late

I'd take another chance, take a fall  
Take a shot for you  
And I need you like a heart needs a beat  
It's nothin' new - yeah yeah  
I loved you with a fire red-  
Now it's turning blue, and you say...  
"Sorry" like the angel heaven let me think was you  
But I'm afraid...

It's too late to apologize, it's too late  
I said it's too late to apologize, it's too late  
Whoaa whooa

It's too late to apologize, it's too late  
I said it's too late to apologize, it's too late  
It's too late to apologize, yeah  
I said it's too late to apologize, yeah-  
I'm holdin' on your rope, got me ten feet off the ground...

**Too**

'**Too**' can be used as an adjective (meaning also and as well as) but that is not how it is used in the apologize lyrics. *Do you know how it is used?*

What does the expression "**too late**" mean?

**Too**- means 'more than enough' or 'more than was wanted' and late means after a specific time. Like if you arrive late for work.

Notice what follows the "too late" structure?

It's too late **to apologize** (a verb in the infinitive).

So you can say anything like:

It's too late to eat dinner.  
It's too late to go see a movie.  
It's too late to apologize to me.

### Phrasal verbs

**holding on**- This phrasal verb can be used in a couple ways. In the song it means that the man is holding something. **In the song he is holding on the rope.**

If you say to someone "hold on a minute", it means to wait, "**hold on a minute**" means "**wait a minute**".

**cut down**- In the song they put the subject in the middle "cut me down" and this can have two meanings. *Physically*, to cut them free from something. Imagine that you are in a tree tied to it with a rope. A swordsmen comes along and cuts the rope and you fall to the ground. They just cut you down.

A different interpretation is when you verbally belittle or make someone feel small or stupid. If your partner *cuts you down* it means they are insulting you but in a sharp and cruel way.

**turn around**- is a physical action. Imagine that the man in the song has his back to the woman who is talking to him. He then changes his position so that he is facing her. When he moves and turns his body, he **turns around** to face her.

### Take something

The verb to take can sometimes be tricky (difficult). It is used in many expressions like to take medicine, take a nap or take something somewhere. **Take** is used three times in this song, and they are three great expressions.

1) **take a chance** - When you take a chance, you don't know what will happen but you do something anyways. You gamble or trust someone. You take a chance when you ask someone out for a drink and you take another chance when you tried something once and you want to try again.

2) **take a fall**- This comes from the expression *to take the fall for someone*. If your friend does something wrong but you say that you did it, you take the fall for them. In the song, the man takes a fall (just once).

3) **take a shot**- is very similar to take a chance, just another expression. Take a shot is a bit more direct. Think about taking a shot with a gun. BANG!

### Where is the 'g' at the end?

Throughout the apologize lyrics, and in general with native speakers, the g in the 'ing' at the end of verbs in the present continuous is not pronounced. So instead of hearing, I was **hearin'** the words but I didn't understand. Instead of nothing, there was **nothin'** I could do. Listen to the difference between 'holding' and '**holdin'**' at the beginning and at the end of the song, just something to sound a little more natural. (Tower)

**Ironic**  
by Alanis Morissette

An old man turned ninety - eight  
He won the lottery and died the next day  
It's a black fly in your Chardonnay  
It's a death row pardon two minutes too late  
And isn't it ironic... don't you think

It's like rain on your wedding day  
It's a free ride when you've already paid  
It's the good advice that you just didn't take  
And who would've thought... it figures

Mr. Play It Safe was afraid to fly  
He packed his suitcase and kissed his kids goodbye  
He waited his whole damn life to take that flight  
And as the plane **crashed down** he thought  
"Well isn't this nice..."  
And isn't it ironic... don't you think

It's like rain on your wedding day  
It's a free ride when you've already paid  
It's the good advice that you just didn't take  
And who would've thought... it figures

Well life has a funny way of **sneaking up** on you  
When you think everything's okay and everything's going right  
And life has a funny way of **helping you out** when  
You think everything's gone wrong and everything **blows up** in your face

A traffic jam when you're already late  
A no smoking sign, on your cigarette break  
It's like ten thousand spoons when all you need is a knife  
It's meeting the man of my dreams

And then meeting his beautiful wife  
And isn't it ironic... don't you think  
A little too ironic... and, yeah, I really do think

It's like rain on your wedding day  
It's a free ride when you've already paid  
It's the good advice that you just didn't take  
And who would've thought... it figures

Life has a funny way of **sneaking up** on you  
Life has a funny, funny way, of **helping you out**  
**Helping you out**

### Phrasal Verbs

Alanis Morissette uses 4 phrasal verbs in this song:

- crashed down**
- sneaking up**
- helping out**
- blows up** in your face

Look back at the lyrics and see if you understand what they mean?

Now, try to match the following explanations with the phrasal verbs:

- to aid someone, especially in a difficult situation,
- if a plan, a deal or a situation goes very wrong and causes you harm or embarrassment,
- to move towards someone or something very quietly so that they do not see or hear you until you reach them,
- to fall with a very loud noise.

The answers are at the bottom of this page!

### Expressions

Here are some expressions or ways of saying things that Alanis Morissette uses in her song.

**To turn \_\_\_\_ (an age... 98 for example)** - when you get older you turn that age. For example, my birthday is on the 22nd of November and in 2012 I turned 30.

**Death row** is when you are sentenced to die. If you receive the death penalty you are then waiting to die... on death row. So in the song, a death row pardon is when you are excused and no longer need to die.

**Who is Mr. Play It Safe?** When someone calls you Mr. or Mrs. Play It Safe, it means that you are very cautious and don't like to take risks.

**A funny way** - here funny refers to something that is strange or weird. So if you have a funny way of cooking something... it means that your way is different or strange.

**A Traffic Jam** - this is when traffic is moving very slowly... if it is moving at all. You usually get stuck in traffic jams.

## **Phrasal Verb Answers**

**Crashed down:** to fall with a very loud noise

**Sneaking up:** to move towards someone or something very quietly so that they do not see or hear you until you reach them

**Helping out:** to aid someone, especially in a difficult situation

**Blows up in your face:** if a plan, a deal or a situation goes very wrong and causes you harm or embarrassment. (Tower)

## Anketa skolēniem

### Cien. skolēn!

Mani sauc Līga Krūmiņa. Es veicu pētījumu savam diplomdarbam, lai uzlabotu skolēnu zināšanas angļu valodas gramatikā. Tavas atbildes ir anonīmas un tiks izmantotas tikai šim pētījumam. Lai aizpildītu anketu, Tev būs nepieciešamas apmēram 10 - 15 minūtes.

1. Kāpēc Tev patīk angļu valoda? Iespējamās vairākas atbildes.

1. Man ir labas atzīmes.
2. Programma ir ļoti interesanta.
3. Man patīk skolotāja.
4. To ir viegli apgūt.
5. Tā ir skaista valoda.
6. Tā ir manu mīļāko dziesmu valoda.
7. Tā ir starptautiska valoda.
8. Iegūtās svešvalodu zināšanas palīdzēs atrast labāku darbu.
9. Tā nepieciešama, lai dzīvotu un strādātu ārzemēs.
10. Cits variants .....

2. Kāpēc Tev nepatīk angļu valoda? Iespējamās vairākas atbildes.

1. Tā ir sarežģīta.
2. Nesaņemu labas atzīmes.
3. Mācību grāmatās esošās tēmas ir garlaicīgas.
4. Skolotāja nepaskaidro vārdus latviski.
5. Netieku līdzī grupas biedriem.
6. Mācību priekšmeta pasniegšanā tiek izmantotas tradicionālas metodes.
7. Cits variants .....

3. Kā Tu vērtē savu zināšanu līmeni angļu valodā? Apvelc atbilstošo!

1	2	3	4	5
ļoti zems	zems	vidējs	diezgan augsts	augsts

4. Kā Tu vērtē savu zināšanu līmeni angļu valodas gramatikā? Apvelc atbilstošo!

1	2	3	4	5
ļoti zems	zems	vidējs	diezgan augsts	augsts

5. Vai, Tavuprāt, gramatika ir vissvarīgākā, mācoties angļu valodu? Kāpēc?

.....  
.....

6. Vai angļu valodas gramatikas apgūšana Tev sagādā grūtības? Ja jā, tad, kas tieši?

.....  
.....

7. Kas Tev būtu nepieciešams, lai šīs zināšanas uzlabotu?

.....  
.....

8. Vai gramatika Tev sagādā grūtības arī dzimtajā valodā?

.....

9. Cik daudz laika Tev nepieciešams, lai sagatavotos nākamajai angļu valodas stundai? Kāpēc?

.....  
.....

10. Vai Tu apmeklē konsultācijas šajā mācību priekšmetā? Kāpēc?

.....

11. Vai Tu klausies dziesmas angļu valodā? .....

12. Vai tas Tev palīdz apgūt valodu? Kādā veidā? .....

.....

.....

Anketu aizpildīja:

zēns       meitene  (ar krustiņu atzīmē atbilstošo)

Vecums .....

**Paldies par sniegtajām atbildēm!**

## Anketa skolēniem

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1. Kāpēc Tev patīk angļu valoda? Iespējamās vairākas atbildes.

- a) Man ir labas atzīmes.
- b) Programma ir ļoti interesanta.
- c) Man patīk skolotāja.
- d) To ir viegli apgūt.
- e) Tā ir skaista valoda.
- f) Tā ir manu mīļāko dziesmu valoda.
- g) Tā ir starptautiska valoda.
- h) Iegūtās svešvalodu zināšanas palīdzēs atrast labāku darbu.
- i) Tā nepieciešama, lai dzīvotu un strādātu ārzemēs.
- j) Cits variants .....

2. Kāpēc Tev nepatīk angļu valoda (iespējamās vairākas atbildes)?

- a) Tā ir sarežģīta.
- b) Nesapņemu labas atzīmes.
- c) Mācību grāmatās esošās tēmas ir garlaicīgas.
- d) Skolotāja nepaskaidro vārdus latviski.
- e) Netieku līdzī grupas biedriem.
- f) Mācību priekšmeta pasniegšanā tiek izmantotas tradicionālas metodes.
- g) Cits variants .....

3. Kā Tu vērtē savu zināšanu līmeni angļu valodā? Apveic atbilstoši!

1	2	<input checked="" type="radio"/> 3	4	5
ļoti zems	zems	vidējs	diezgan augsts	augsts

4. Kā Tu vērtē savu zināšanu līmeni angļu valodas gramatikā? Apveic atbilstoši!

1	2	<input checked="" type="radio"/> 3	4	5
ļoti zems	zems	vidējs	diezgan augsts	augsts

5. Vai, Tavuprāt, gramatika ir vissvarīgākā, mācoties angļu valodu? Kāpēc?

Es domāju, ka jā. Jo viens burts var mainīt visu vārdu.

6. Vai angļu valodas gramatikas apgūšana Tev sagādā grūtības? Ja jā, tad, kas tieši?

Sagādā dažu vārdu rakstību.

7. Kas Tev būtu nepieciešams, lai šīs zināšanas uzlabotu?

Vairāk skatīties angļu filmas. Mēģināt sarunāties ar draugiem no ārzemēm.

8. Vai gramatika Tev sagādā grūtības arī dzimtajā valodā?

Jā, komatu likšana.

9. Cik daudz laika Tev nepieciešams, lai sagatavotos nākamajai angļu valodas stundai? Kāpēc?

Parasti ja grūta ierakste, tad visu vakaru vai vēl no rīta.

10. Vai Tu apmeklē konsultācijas šajā mācību priekšmetā? Kāpēc?

Apmeklēju konsultācijas tikai tad, kad ir nesekmīga atzīme, bet parasti nav vajadzības.

11. Vai Tu klausies dziesmas angļu valodā?

Jā, es klausos.

12. Vai tas Tev palīdz apgūt valodu? Kādā veidā?

Darīji man tas palīdz, jo pati vēlos zināt par to daud. Ja, piemēram, skatoties video, tu saproti, tad arī iemācies.

Anketu aizpildīja:

zēns  meitene  (ar krustiņu atzīmē atbilstošo)

vecums

14

Paldies par sniegtajām atbildēm!

## Anketa skolēniem

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- e) Tā ir skaista valoda.
- f) Tā ir manu mīļāko dziesmu valoda.
- g) Tā ir starptautiska valoda.
- h) Iegūtās svešvalodu zināšanas palīdzēs atrast labāku darbu.
- i) Tā nepieciešama, lai dzīvotu un strādātu ārzemēs.
- j) Cits variants .....

2. Kāpēc Tev nepatīk angļu valoda (iespējamās vairākas atbildes)?

- a) Tā ir sarežģīta.
- b) Nesaņem labas atzīmes.
- c) Mācību grāmatās esošās tēmas ir garlaicīgas.
- d) Skolotāja nepaskaidro vārdus latviski.
- e) Netieku līdzī grupas biedriem.
- f) Mācību priekšmeta pasniegšanā tiek izmantotas tradicionālas metodes.
- g) Cits variants .....

3. Kā Tu vērtē savu zināšanu līmeni angļu valodā? Apvelc atbilstošo!

1	2	3	<input checked="" type="radio"/> 4	5
ļoti zems	zems	vidējs	diezgan augsts	augsts

4. Kā Tu vērtē savu zināšanu līmeni angļu valodas gramatikā? Apvelc atbilstošo!

1	2	<input checked="" type="radio"/> 3	4	5
ļoti zems	zems	vidējs	diezgan augsts	augsts

5. Vai, Tavuprāt, gramatika ir vissvarīgākā, mācoties angļu valodu? Kāpēc?

Nē man lietas un darbs manīgā ir svarīgāks

6. Vai angļu valodas gramatikas apgūšana Tev sagādā grūtības? Ja jā, tad, kas tieši?

Nepareizā gramatika

7. Kas Tev būtu nepieciešams, lai šīs zināšanas uzlabotu?

paģābata mācādarbā

8. Vai gramatika Tev sagādā grūtības arī dzimtajā valodā?

dzimtajā valodā man nav problēmu un grūtību

9. Cik daudz laika Tev nepieciešams, lai sagatavotos nākamajai angļu valodas stundai? Kāpēc?

5 min lai pārskatītu stādi

10. Vai Tu apmeklē konsultācijas šajā mācību priekšmetā? Kāpēc?

jā, tikai tad kad nēstāmu runāties ar mācītājiem

11. Vai Tu klausies dziesmas angļu valodā?

jā

12. Vai tas Tev palīdz apgūt valodu? Kādā veidā?

jā, jo man ļoti patīk dziesmas

Anketu aizpildīja:

zēns  meitene  (ar krustiņu atzīmē atbilstošo)

vecums

16

Paldies par sniegtajām atbildēm!

## Questionnaire for Teachers

**Dear Teacher,**

I am Līga Krūmiņa carrying out research for my Diploma Paper to improve students' knowledge of grammar in the English language lessons. All your responses are confidential. I assure that the questionnaire will be used only for this research. The questionnaire will take you maximum 10 - 15 minutes.

1. How many years do you teach English language? .....

2. In which classes are you teaching now? .....

3. Do your students like English language? If yes, what are the signs of it? How do you know / notice it?

.....  
 .....  
 .....

4. Do you have any students who do not like English language? If yes, why do not they like this subject?

.....  
 .....  
 .....

5. How do you evaluate your students' knowledge of English language? Circle an appropriate answer.

1	2	3	4	5
very low	low	average	quite high	high

6. How do you evaluate your students' knowledge of English language grammar? Circle an appropriate answer.

1	2	3	4	5
very low	low	average	quite high	high

7. How do you presently teach grammar in your class / classes?

.....  
.....  
.....  
.....  
.....  
.....

8. Which part of grammar your students do not like? You can write more than one answer.

.....  
.....  
.....

9. What methods do you use to make the grammar tasks more interesting and help students to acquire it?

.....  
.....  
.....

10. What are the most favourite grammar tasks among your students?

.....  
.....  
.....

**Thank you very much for participating in this questionnaire survey!**

## Questionnaire for Teachers

Dear Teacher,

I am Līga Krūmiņa carrying out research for my Diploma Paper to improve students' knowledge of grammar in the English language lessons. All your responses are confidential. I assure that the questionnaire will be used only for this research. The questionnaire will take you maximum 10 - 15 minutes.

1. How long have you been teaching English language? 34 years

2. In which classes are you teaching now? 3-12

3. Do your students like English language? If yes, what are the signs of it? How do you know / notice it?

*Most of them do. They use English to look for information on the Internet; they listen to music, watch films, play computer games, and communicate in social networks. Students actually need the language to do what they enjoy.*

4. Do you have any students who do not like English language? If yes, why do not they like this subject?

*Some s-s have difficulties learning languages. It takes more time to them to acquire certain things and it makes them anxious.*

5. How do you evaluate your students' knowledge of English language? Circle an appropriate answer.

1	2	3	4	5
very low	low	<b>average</b>	<b>quite high</b>	high

6. How do you evaluate your students' knowledge of English language grammar? Circle an appropriate answer.

1	2	3	4	5
very low	low	<b>average</b>	quite high	high

7. How do you presently teach grammar in your class / classes?

*We look at models and rules and then have quite a lot of exercises, sometimes as a quiz between groups of students.*

8. Which part of grammar your students do not like? You can write more than one answer.

*Articles. Phrasal verbs.*

9. What methods do you use to make the grammar tasks more interesting and help students to acquire it?

*Quizzes. Tables. Spider webs. Online tasks. Games.*

10. What are the most favourite grammar tasks among your students?

*Games, online exercises.*

**Thank you very much for participating in this questionnaire survey!**

## Questionnaire for Teachers

Dear Teacher,

I am Līga Krūmiņa carrying out research for my Diploma Paper to improve students' knowledge of grammar in the English language lessons. All your responses are confidential. I assure that the questionnaire will be used only for this research. The questionnaire will take you maximum 10 - 15 minutes.

1. How many years do you teach English language? 10
2. In which classes are you teaching now? *Secondary School*
3. Do your students like English language? If yes, what are the signs of it? How do you know / notice it?

*Yes, most of them do. They see the real necessity of the language.*

4. Do you have any students who do not like English language? If yes, why do not they like this subject?

*Very few. Usually those with a very low command of English. I suppose, they do not feel well enough in the classroom when they compare themselves with other classmates. Also, it can be caused by negative learning experience in the primary and elementary school.*

5. How do you evaluate your students' knowledge of English language? Circle an appropriate answer.

1	2	3	4	5
very low	low	<b>average</b>	quite high	high

6. How do you evaluate your students' knowledge of English language grammar? Circle an appropriate answer.

1	2	3	4	5
very low	low	<b>average</b>	quite high	high

7. How do you presently teach grammar in your class / classes?

*We do many various exercises: gap filling, multiple choice, translation, dialogues, monologues etc.*

8. Which part of grammar your students do not like? You can write more than one answer.

*Most of the students do not like grammar as such because it requires accuracy.*

9. What methods do you use to make the grammar tasks more interesting and help students to acquire it?

*I give oral tasks. Usually students prefer spoken tasks to written ones.*

10. What are the most favourite grammar tasks among your students?

*The ones, which do not involve a lot of writing.*

**Thank you very much for participating in this questionnaire survey!**

in at on (places 1)

A in



in a room  
in a shop  
in a car  
in the water



in a garden  
in a town  
in the city centre  
in France

- Where's David? In the kitchen. / In the garden. / In London.
- What's in that box / in that bag / in that cupboard?
- Angela works in a shop / in a bank / in a factory.
- I had a swim in the river / in the sea.
- Milan is in the north of Italy.
- I live in a town but I want to live in the country.

B at



at the bus stop



at the door



at the traffic lights



at her desk

There's somebody at the bus stop / at the door.

The car is waiting at the traffic lights.

Julia is working at her desk.

at the top / at the bottom / at the end (of...):

Write your name at the top of the page.

My house is at the end of the street.

C on



on a shelf  
on a plate  
on a balcony  
on the floor etc.



on a wall  
on a door  
on the ceiling etc.



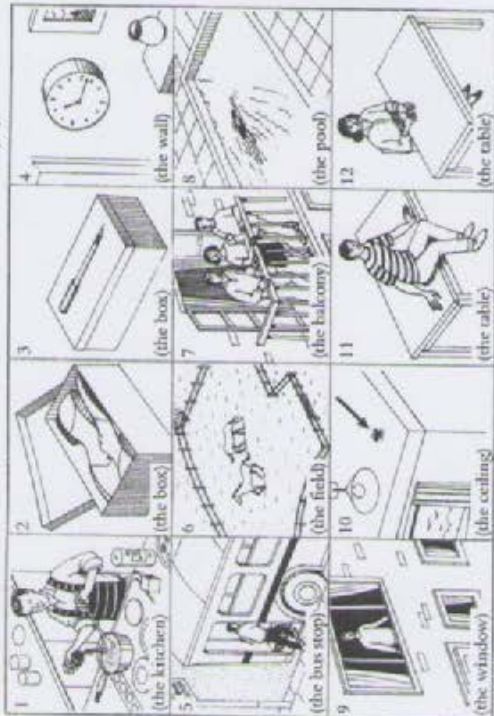
Stamp  
Envelopes

- There are some books on the shelf and some pictures on the wall.
- There are a lot of apples on those trees.
- Don't sit on the grass. It's wet.
- There is a stamp on the envelope.
- Look on a horse / on a bicycle / on a motor-bike:
- Who is that man on the motor-bike?

EXERCISES

98.1

Look at the pictures and answer the questions. Use **in/on** + the words in brackets (...).



1. Where is he? In **his** kitchen.
2. Where are the shoes?
3. Where is the pea?
4. Where is the spider?
5. Where is the bus?
6. Where are the horses?
7. Where are they standing?
8. Where is she swimming?
9. Where is he standing?
10. Where is the spider?
11. Where is he sitting?
12. Where is she sitting?

98.2

Put in **in/on**.

1. Don't sit **on** the grass. It's wet.
2. What have you got **in** your bag?
3. Look! There's a man **on** the roof. What's he doing?
4. There are a lot of fish **in** this river.
5. Our house is number 45 - the number is **on** the door.
6. Is the cinema near here? 'Yes, turn left **on** the traffic lights.'
7. I usually do my shopping **in** the city centre.
8. My sister lives **in** Brussels.
9. There's a small park **at** the top of the hill.
10. I think I heard the doorbell. There's somebody **at** the door.
11. Munich is a large city **in** the south of Germany.
12. There are a few shops **at** the end of the street.
13. It's difficult to carry a lot of things **on** a bicycle.
14. I looked at the list of names. My name was **at** the bottom of the list.
15. There is a mirror **on** the wall **in** the living room.

### Teaching the 2<sup>nd</sup> conditional

	ASPECT	MODELLING
1.	THEME AND SOURCE MATERIAL	2 <sup>nd</sup> conditional; teacher's handouts
2.	FORM, DATE AND TIME	Form 10; March 5, 2015; 12 <sup>45</sup> - 13 <sup>25</sup>
3.	AIMS: LANGUAGE DEVELOPMENT  INTELLECTUAL DEVELOPMENT  PERSONALITY DEVELOPMENT	To revise vocabulary on school life, to get ready for project work. To be able to talk about different topics using the 2 <sup>nd</sup> conditional if necessary.  To use previously learnt vocabulary in new context (project work). To form the 2 <sup>nd</sup> conditional on their own and be able to explain how to do it; to apply the acquired knowledge in their everyday lives.  To encourage students work in pairs and not to be afraid to express their opinion about the topic, to become more confident.
4.	AIM FOR THE TEACHER	To motivate students to work independently, to explore the grammar rules themselves.

	STAGE AND TIMING	OBJECTIVE	ACTIVITIES, INSTRUCTIONS	TEACHING AIDS, ORGANISATION FORM
1.	<b>LEAD-IN</b> 4 min	To activate students' previous knowledge about the 2 <sup>nd</sup> conditional and vocabulary of school life.	Hello! How are you? Do you remember how can we form the second conditional? How many words do you remember from the previous lesson?	Students answer individually.
2.	<b>BRAIN-STORMING AND REVISION OF GRAMMAR</b> 20 min	To introduce students to the topic, to revise grammar rules.	Teacher tells students about their project work "The school of my dreams". Students need to know how to use the 2 <sup>nd</sup> conditional to do this task. Teacher plays "If I had a Million Dollars" by The Barenaked Ladies to help students remember the rule.	Students work individually.

			Students try to form the 2 <sup>nd</sup> conditional on their own. Then teacher gives the lyrics of this song and plays it once more. Now students understand how to make sentences using the 2 <sup>nd</sup> conditional.	
			Teacher and students talk over all they remembered / learnt today. Students write down their own sentences (at least 5).	Collaboration of teacher and students.
3.	<b>GRAMMAR PRACTICE</b> 10 min	To help students practise a grammar topic – the 2 <sup>nd</sup> conditional.	Students read their own sentences to their group mates. If there are any mistakes, they correct them together.	The whole group works together.
4.	<b>HOMEWORK</b> 4 min	To remind students that there is a home task for next lesson.	Be ready to present your projects about the school of your dreams.	
5.	<b>END</b> 2 min	To sum up the lesson and welcome students to the next lesson.		

### Grammar Rules Presented by Students (1<sup>st</sup> lesson)

	ASPECT	MODELLING
1.	THEME AND SOURCE MATERIAL	Practical use of grammar; students' poems
2.	FORM, DATE AND TIME	Form 10; March 26, 2015; 10 <sup>20</sup> - 11 <sup>00</sup> and 11 <sup>05</sup> - 11 <sup>45</sup>
3.	AIMS: LANGUAGE DEVELOPMENT  INTELLECTUAL DEVELOPMENT  PERSONALITY DEVELOPMENT	To revise vocabulary on school life. To be able to use any grammar rule when it is necessary. To form grammatically correct sentences.  To use previously learnt vocabulary in new context and form. To apply the acquired knowledge in students' everyday lives.  To encourage students become more confident performing in front of the audience (other students and guests). To become more creative and open-minded.
4.	AIM FOR THE TEACHER	To strengthen students' knowledge of English language grammar and improve their presenting skills.

	<b>STAGE AND TIMING</b>	<b>OBJECTIVE</b>	<b>ACTIVITIES, INSTRUCTIONS</b>	<b>TEACHING AIDS, ORGANISATION FORM</b>
1.	<b>LEAD-IN</b> 4 min	To encourage students' not to be afraid and present their poems without worry.	Good morning! How are you? As you already know, we have very special day today. Each of you has written a poem using grammar rules you do not like. I wish you good luck. Let's start!	Students answer individually.
2.	<b>MAIN PART OF THE LESSON</b> 34 min	To arouse students' interest in grammar and promote understanding of grammar rules, to improve their speaking and presenting skills.	Students present their poems. Every student has almost 9 minutes to do it. They recite their poems and shortly explains the specific grammar rule to others. The first two poems are about prepositions, next – about forms of verbs.	Students one by one present their poems, four of them during the first lesson, others – during the second lesson.
4.	<b>END</b> 2 min	To sum up the lesson.	Dear the first brave ones! Thank you for your poems and explanations. Let's have a short break; we will be back in 5 minutes.	The first four students can calm down now and enjoy next lesson.

### **Grammar Rules Presented by Students (2<sup>nd</sup> lesson)**

	<b>STAGE AND TIMING</b>	<b>OBJECTIVE</b>	<b>ACTIVITIES, INSTRUCTIONS</b>	<b>TEACHING AIDS, ORGANISATION FORM</b>
1.	<b>LEAD-IN</b> 2 min	To encourage students' not to be afraid and present their poems without worry.	Dear students, let's continue the lesson with your performances. Dear guests, enjoy!	Get ready those who are left over.
2.	<b>MAIN PART OF THE LESSON</b> 34 min	To arouse students' interest in grammar and promote understanding of grammar rules, to improve their speaking and presenting skills.	Students continue to present their poems. Every student has almost 9 minutes to do it. They recite their poems and shortly explains the specific grammar rule to others. The first two poems are about the 2 <sup>nd</sup> conditional and next – about Perfect Tenses and the 2 <sup>nd</sup> conditional.	Students present their poems and grammar rules individually.
3.	<b>END</b> 4 min	To sum up the lesson and say goodbye.	Dear students, thank you very much for your wonderful poems, explanations and performances. It was pleasure to be your teacher.	All listeners applaud. Students receive small presents.

### **My poor, poor school**

My school is so poor  
If I were a girl I would cry  
My school is so cold  
If I were a huge blanket I would warm it up  
My school is so dark  
If I were the sun I would shine on it right now  
My school is so empty  
If I were a penny I would fall down with a noise

My teachers are so sad  
If I were a clown I would cheer them up  
My teachers are so exhausted  
If I had a lot of money I would send them on vacation  
My teachers are so uncommunicative  
If I had a fish I would name it Teacher  
My teachers are so pessimistic  
If I had some knowledge I would train them to live in style

My group mates are so lazy  
If I had a twig I would whip them  
My group mates are so rude  
If I were a police officer I would arrest them  
My group mates are so double-faced  
If I were their friend I would never trust them  
My group mates are always hungry  
If I were a hot dog I would avoid their way

## **I'm confused**

On the door or at the door?  
On the wall or at the wall?  
Where exactly are my posters, tables, watches and shoes?  
I'm confused!

By bus and by plane,  
By car and with foot?  
So, how exactly did I get to school?  
I'm confused!

My room is in the 3<sup>rd</sup> floor.  
It's quite difficult for Santa to find me,  
But I always receive some presents on Christmas. At Christmas???  
When exactly? I'm confused!

Sometimes our class teacher looks after us.  
Or looks for us? Or – looks at us?  
What does she do exactly? Oh, it depends???  
I'm confused!

Am I at school or in the classroom?  
Will we meet on holiday or at the weekend?  
On Monday afternoon or in the evening?  
When and where exactly? I'm SO confused!

### **Leave me alone**

I hate the English language  
And I hate the grammar, too.  
If I can do everything I want I would left the school.  
If my parents was rich I would travel around  
Have you ever be to USA?  
Have you ever see pyramids?

I don't like lessons and tests  
And I don't like two students in my group.  
If I can go home I would do it  
If I can chose I would party with my girlfriend all day long  
Have you tried do like I wanna do?  
Noooooooo???  
So – leave me alone!!!

Diplomdarbs “Dziesmas angļu valodā 10. klases skolēnu iesaistei induktīvā gramatikas apgūvē” izstrādāts LU Pedagoģijas, psiholoģijas un mākslas fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors: \_\_\_\_\_ Līga Krūmiņa

*(paraksts)*

Rekomendēju / nerekomendēju darbu aizstāvēšanai

Vadītāja: M. ped., M. fil. Sandra Kalniņa \_\_\_\_\_ .\_.201\_\_.

*(paraksts)*

Recenzents: \_\_\_\_\_

*(zinātniskais grāds, akadēmiskais nosaukums, vārds, uzvārds)*

Darbs iesniegts Pieaugušo pedagoģiskās izglītības centrā .\_.201\_\_.

Dekāna pilnvarotā persona: metodiķe Agnese Kozlovska \_\_\_\_\_

*(paraksts)*

Darbs aizstāvēts Valsts pārbaudījuma komisijas sēdē

\_\_\_\_.\_\_\_\_.201\_\_\_. protokola Nr. \_\_\_\_\_, vērtējums: \_\_\_\_\_

Komisijas sekretārs: \_\_\_\_\_

*(vārds, uzvārds, paraksts)*