

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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KHOA HỌC**

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**HẢI PHÒNG - 2011**

**HAIPHONG PRIVATE UNIVESITY  
FOREIGN LANGUAGES DEPARTMENT**

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ISO 9001:2008

**SCIENTIFIC RESEARCH**

**HOW TO MOTIVATE STUDENTS OF THE FIRST  
LEVEL TO LEARN ENGLISH GRAMMAR IN THE  
TOEIC COURSE AT HAIPHONG PRIVATE  
UNIVERSITY**

**( Các hoạt động khuyến khích học ngữ pháp cho sinh viên học Toeic cấp độ  
một tại trường Đại học Dân Lập Hải Phòng)**

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**HAI PHONG - 2011**

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# **PART 1. INTRODUCTION**

## **1. Rationale**

It can not be denied that English has always been a priority language and it is compulsory subjects in all levels of education system all over the world. Nonetheless, in many universities, the teaching of English has not developed the students' competence, creativeness, as well as their interest yet. This fact is more obvious in the case of teaching grammar. Still in many classrooms we often see bored students trying to do long and difficult grammar exercises again and again. Can such tiring lessons have any effects? This question always exists in our minds-the teachers of English in Haiphong Private University. How can we make our students like learning English? How can we motivate them to learn grammar effectively without boredom and tiredness? This question is the main reason for us to carry out this research.

## **2. Aims of the research**

The major aims of the research are:

- to motivate level- one students in particular and students of ToEIC in general in learning grammar.
- to help students build up the basic knowledge of English grammar system.
- to facilitate students in self-study process.
- to aid teachers at FLD as a source of supplementary in teaching grammar of ToEIC course.

### **3. Scope of the research**

The subjects of this research are the students of the first level in the Toeic course at Haiphong Private University .The researchers do not cover the teaching grammar of all levels but only focus on level one because they are the beginners of the Toeic course who need to build up a basic foundation of English grammar system as well as being familiar with the approach of teaching grammar in the light of Communicative Method.

### **4. Research question**

As a matter of fact, many students in the first level of Toeic course in Haiphong Private University still show their lack of homework completion, poor attendance and incorrect results of grammar exercises. Originating from these facts, we create some hypotheses ; for instance, either the lessons are tedious and repetitive or the grammar knowledge might be difficult to them. These hypotheses are the foundation for us to set up research questions during the completion of the study.

The study will attempt to find the answers to the following research questions:

- What is the role of grammar in the Toeic course of Haiphong Private University ?
- Is motivation necessary and important in all grammar lessons?
- What benefits can teachers and students get from different motivating activities in grammar lessons ?

### **5. Methods of the study**

In order to find the answer for the assumption that the researchers have made, the method applied in this research is mainly quantitative in which interviews and questionnaires are compiled and delivered among the teachers in Foreign Language Department of Haiphong Private University and the students of the first level in the Toeic course. Besides, real classroom observations are carried to support the



authenticity of the study. After the adequate data have been collected and analysed , the authors give comments and conclusion of the study .

## **6. Design of the study**

The study consists of three parts:

**Part I – Introduction** – provides the rationale for the study and sets up the aims, scope, research questions and methods of the study.

**Part II – Development** – consists of three chapters:

- **Chapter 1** is concerned with the literature review of the study.

- **Chapter 2** investigates the current situation of teaching and learning English grammar at Haiphong Private University through class observation, interviews and questionnaires, then carries out data analysis, comparison, findings and discussion.

-**Chapter 3** provides suggestions, or measures to overcome difficulties when teaching grammar in class by using different motivating activities in class , as well as examples of activities to teach ten grammar points in the teaching syllabus of grammar for the first level students in ToEIC course.

**Part III – Conclusion** – summarizes and makes a conclusion to the main points which have been explored in the study, propose recommendations to develop the effectiveness of teaching and learning English, some suggestions for future research and the limitation of the study.

## **PART II DEVELOPMENT**

### **Chapter 1 Literature Review**

#### **I.1.1 What is teaching grammar?**

##### **I.1.1.1. The role of grammar in teaching and learning English**

In the development of foreign language teaching, grammar has always been an important component and indispensable language input.

On one hand, teaching grammar helps students use the language accurately. Hedge (2000:25) claims that many teachers give grammar teaching their great attention in their classroom methodology. Grammar gains such importance because of its inevitable role. Apart from vocabulary, students need to know grammar to understand how a sentence is written or how words are combined together to understand the proper meaning. Without grammar or with a poor knowledge of grammar, they may get confused with complicated expressions. On the other hand, when students have a sound basis of grammar knowledge, they feel easy to improve our four language skills. Pacheler (1999) state: "the rules of grammar facilitate communicative economy" (p. 94). That is to say that thanks to grammar we can produce unlimited number of utterances and sentences with a limited a number of words and sounds. Widodo (2006:32) also stress that the roles of grammar go beyond the sentence and utterance level to affect the four skills: listening, speaking, reading and writing. In listening and reading, we cannot grasp the intended information or make the interrelationship between the parts of the discourse if they have not had a basis of grammatical knowledge. In speaking and writing, producing comprehensible meaningful sentences and utterances, and relating them depend to a large extent on grammar.

Therefore, teaching grammar not only provides the learners with necessary items of language as well as the standard rules but also gives them opportunities for better communicative practices in the use of languages.

### **I.1.1.2 . Deductive versus Inductive Approach**

Thornbury (1999:12) defines deductive approach as the way of teaching grammar where rules are presented first and then their applications through examples, and inductive approach as the way of teaching grammar through examples from which rules are understood. These two approaches are firmly rooted in linguistic and psychological theories.

According to Broughton et al. (1980:79), the deductive approach is supported linguistically by structuralisms and psychologically by the behaviourist; while, the inductive approach is supported linguistically by the generative grammarians and psychologically by the mentalists. The behaviourists for examples emphasize the importance of reinforcement through repetition of correct form that characterizes the deductive approach and the mentalists' emphasize the subconscious cognitive devices that are used in the inductive approach which are similar to those used in the first language acquisition (ibid).

Widodo (2006:8) suggests five advantages for each approach. Deductive approach could be time-saving since it points in a direct way to the rule; simultaneously, inductive approach trains learners to be autonomous through the indirect way of knowing the rule. It is the cognitive ability of adults which is developed in the inductive approach; at the same time, in the deductive approach, it is their cognitive process and its role to use metalanguage which is acknowledged. When teaching deductively, a number of applications and practice is immediately given, whereas, teaching inductively helps the learners to be more active in the learning process. On the one hand, learners with analytical style find themselves at ease when learning deductively; on the other hand, there are learners who are interested in the challenge presented in problem-solving ability found in the inductive way of teaching. There are some rules or aspects of rules, like form, which can be simply and clearly presented deductively not to confuse the learners; if the problem solving is done collaboratively, learners will have more opportunities to use the language.

### **I.1.2 TOEIC test and TOEIC grammar**

The TOEIC originated from the Japanese Ministry of International Trade and Industry. This group requested the Educational Testing Service in Princeton, New Jersey in the middle 1970's to design an exam to measure the English-language listening comprehension and reading comprehension skills of individuals whose native language is not English. Most examinees are in their mid-twenties to late forties who are working for a corporation. However, TOEIC test-takers have recently included many university graduating people, because corporations are requiring TOEIC scores for new employees more and more often. The TOEIC is used primarily by corporate clients, worldwide." (Wilson, 1989). From its beginning nearly 20 years ago, the use of TOEIC has spread from Japan throughout Asia, and it is becoming more frequently used throughout Europe and South America.

Listening comprehension section consists of four parts: Photograph description, Question and Response, Short Conversation, and Short Talk. This section lasts There are 100 questions on tape in the TOEIC; testing time is about 50 minutes. Timing of questions is roughly 30 seconds per question. There is a "thinking gap" of about 10 seconds per question on the tape.

In the reading comprehension subtest, two subsections which are Part V and Part VI evaluate the testee's ability to use English grammar in a relatively formal manner. The grammatical questions are included in three task types: Incomplete Sentences and Error Recognition, or Incomplete Texts . These tasks assess the examinee's knowledge of English structure, or grammar. These TOEIC subtests are supposed to "measure ability to recognize language that is appropriate for standard written English," (ETS, 1993).

There are 100 questions in the Reading Comprehension section; 60 questions in the Grammar subtest and 40 questions in the Reading subtest, with a total time of 75 minutes. The Grammar and Reading Comprehension sections are timed together. Examinees should allow about 25 minutes (or less) for the Grammar questions. If an

examinee can quickly (and accurately) go through the Grammar section, then more time is left for the Reading Comprehension questions.

We can see the samples of Grammar part in the Reading test as follows:

***Question Example: Reading Comprehension***

---

***V. Incomplete Sentences: (Gilfert & Kim, 1995)***

***Read and choose the best answer***

\_\_\_\_\_ girl over there is my sister.

(A) This

(B) Those

(C) These

(D) That

(D) is the answer that is grammatically correct.

***Question Example: Reading Comprehension***

***Error Recognition: (Gilfert & Kim, 1996)***

***Read and circle the correct answer***

In today's class middle, both parents have to work in order to pay

(A)

(B)

(C)

all their bills.

(D)

(A) is an error in word order, making it the correct answer.

***Incomplete Texts: ( Anne Taylor& Garrett Byrne, 2007)***

***Read and circle the correct answer***

*Notice*

*From next week, all cars .....are parked in front of the building will be towed away. Any employees who want to park near the building must...*

- A. who*
- B. whose*
- C. that*
- D. what*

*B- is the correct answer*

Besides, the Toeic testees should also bear in minds the range of grammar knowledge that frequently appear in the test . Following are the common grammatical items found in TOEIC:

- 1. Verbs*
- 2. Adverb*
- 3. Adjective*
- 4. Noun and Pronoun*
- 5. Conjunction*
- 6. Preposition*
- 7. Phrase/ clause*
- 8. Comparative and Superlative*
- 9. Gerund and Infinitive*
- 10. Participle*
- 11. Tense*
- 12. Passive Voice*

From above overview of Toeic test in general and Toeic grammar in particular, we can realize that Grammar is one of three components in a Toeic test. Without an adequate amount of grammar knowledge, a Toeic test-taker can not finish 60 questions

in the grammar part out of total 200 questions. This ratio of 60 to 200 is worth for us to consider whether grammar is important or not in the Toeic test. Apart from that, with poor knowledge of grammar, Toeic test-takers can not complete the listening task quickly and correctly because so many listening formats are based on grammar. Let's look at this example from "Oxford practice tests for the TOEIC test" published in 2000 for the tip of doing part II- Question and Response:

As in Part I, words may sound similar or be used out of context. Words from the questions may be repeated in the response, but be used inaccurately. In addition, there is a potential trap with grammar. You will hear different types of questions: *wh*-questions (*who, what, when, where, why, and how*), *yes/no* questions and tag questions. When you hear a *yes/no* or a tag question, you may assume that the response will begin with Yes or No. In the TOEIC test, as in real life, the response may answer the question indirectly instead. For example:

*Is there any cake left?*

*(A) I ate the last piece.*

*(B) Yes, the cake is on the left.*

*(C) No, I left early.*

(A) is the correct option. The respondent doesn't answer with *yes/no* as would be expected. However, we know the answer is no, because the respondent ate *the last piece*".

## **I.2. Motivation**

### **I.2.1 What is motivation?**

*"Motivation is considered one of the most powerful driving forces on learning"*  
(Slavin, 2006, p.317).

Another theory on motivation can be seen from Littlewood's perspective (1998:53) that *"in second language learning as in every other field of human learning, motivation is the crucial force which determines whether a learner embarks on a task*

at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on".

Besides, according to Lightbown and Spada's (1999: 56) definition of motivation in second language learning that "motivation in second language learning is a complex phenomenon which can be defined in terms of two factors: learner's communicative needs and their attitudes towards the second community".

Johnson and Johnson (2003), state that "motivation occurs within a net work of interpersonal relationships" (p. 140).

Although many researchers agree on the undeniable effects of motivation, they have not yet agreed on a unique theory to explain or define motivation. However, in spite of the different aspects each theory focuses on in explaining motivation, they do not contradict each other but rather complement one another to have an ultimate, complete and clear view of what motivation is and how it is maintained.

### I.2.2 Classification of motivation

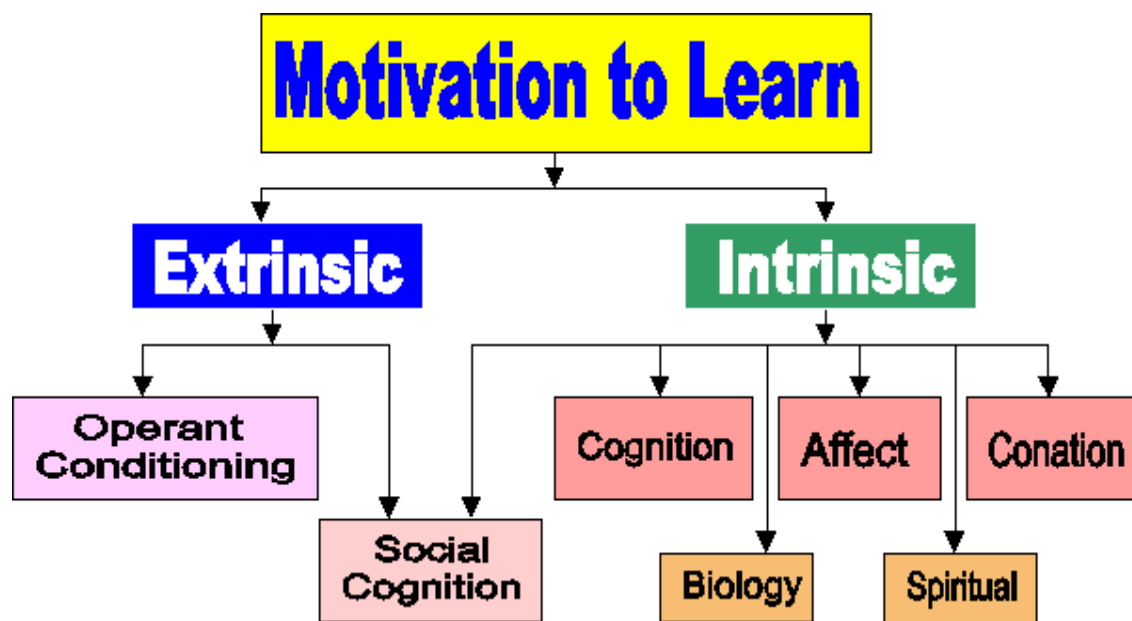


Figure 1. Motivation to learn. Huitt, W. (2011).



### **I.2.2.1. Intrinsic motivation**

**Intrinsic motivation** refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Students are likely to be intrinsically motivated if they:

- attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in),
- believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck),
  - are interested in mastering a topic, rather than just rote-learning to achieve goodgrades. <http://www.google.com.vn/en.wikipedia.org/wiki/>

### **I.2.2.2. Extrinsic motivation**

**Extrinsic motivation** comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.

<http://www.google.com.vn/en.wikipedia.org/wiki/>

## **I.3. Grammar and motivation**

### **I.3.1. Grammar and Communicative Approach**

Haynes (2007) states "to acquire a new language, learners need a source of natural communication, memorizing grammar rules will not help them to speak and write English quickly" (p. 11). This means that, it is more effective to learn grammar

communicatively so that L2/FL learner can produce it spontaneously rather than teaching units of grammar as separate entities. According to Pacheler (1999), communicative approach provides the learners, especially in large classes, with situations where they can apply their language and their understanding of grammatical rules and where they are able to make and correct their errors. This interactive way of learning results in the meaningful use of language. Nunan (1996) states that for communicative teaching grammar to be helpful, it should involve "achieving harmony between functional interpretation and formal appropriacy" (p. 69). In other words, teachers should relate in their classroom methodology usage and use and implement them together. Al Moutawa and Kailani (1989) are also of the same opinion when they suggest using the grammatical rules for communicative purposes in order for the learner to learn the rules that construct a language and to have the ability to apply them in communicative acts for real and natural communicative situations.

Thornbury (1999) says that communicative grammar teaching is sometimes referred to as "covert grammar teaching" (p. 23). Covert grammar teaching involves teaching grammar through doing communicative activities in communicative approach; grammar would be therefore, according to Thornbury (1999), a means of tiding meanings up as a way to achieve communicative competence.

### **I.3.2. The role of motivation in teaching grammar**

So far, we have mentioned the definition of motivation and teaching grammar. It is clear that motivation and grammar has a close relation ? How important is motivation in teaching grammar? No one can deny that motivation can bring many benefits to a grammar teacher in a lesson. Motivation helps learner realize the fun as well as the necessity of the knowledge. The learner can absorb the knowledge without the enforcement and discouragement. They will attend different language activities more naturally and enthusiastically. It is obvious that teachers need to create motivation in teaching grammar to make their students like the lessons so that their study of grammar would be more effective.

### **I.3.3. Summary of the chapter**

To summarize this chapter, it can be said that grammar plays a very important part in teaching and learning English. However, grammar should be taught stimulatingly and creatively by using motivating activities. The application of motivation is very necessary to develop students' interest and understanding of the lesson. Those are the main points in the literature review that the chapter is concerned with to carry out the next steps of the study in Chapter 2.

## **CHAPTER 2 . THE STUDY**

### **II.1. Haiphong Private University and current situation of teaching and learning TOEIC at the university**

#### **II.1. Haiphong Private University and English teachers**

Although Haiphong Private University has been founded for less than fifteen years, it has been one of the best universities in the Private Sector . It has 14 departments from which more than 12000 students have graduated and worked as engineers and officers in many cities of Vietnam. It has always made effort to improve the training quality by building a modern learning facility as well as collecting the best teaching staff. Currently, there are more than 300 teachers who specialize in all fields including natural science and social science subjects. The teachers of English account for the majority in the foreign language department since they have to take in charge of English teaching for all departments in the university. Most of them have obtained Master's degrees and are continuing to improve not only their knowledge but also their teaching methods.

##### **II.1.1 The TOEIC programme at HPU**

Since 2008, the university has been applying TOEIC teaching into the syllabuses to catch up with the new trend of training program in the country and the world. TOEIC is the compulsory subject for all the non-major students in Haiphong Private University. Therefore, TOEIC teaching is the main focus of English teaching in the school. The department members have worked together to design an overall syllabus for TOEIC program ranging from level 1 to level 5. The students in the Natural Science Sector has to learn 19 credits to get 500 scores and pass TOEIC as the

prerequisites of graduation while the students in Social Science Sector do the same with 22 credits equal to 600 scores in the course .

### **II.1.2 The content of the TOEIC Level 1**

Level 1 of TOEIC in Haiphong Private University is designed to provide students with the basic knowledge of English. The total time allotment of level 1 is 90 periods covering Reward textbook(Macmilan Heinemann: 1994) , Learning to listen (Lin Loughed), and Grammar and Reading books compiled by the teachers of the English departments. The grammar subject lasts in 30 periods and includes the following grammatical points:

*Unit 1: Grammar: Simple present Tense -supplementary activities*

*Unit 2: Grammar: Futute expressions- supplementary activities*

*Unit 3: Grammar: Articles-supplementary activities*

*Unit 4: Grammar: Gerunds and infinitives (Part1)-supplementary activities*

*Unit 5: Grammar: Present continuous-supplementary activities*

*Unit 6: Grammar: Simple past- supplementary activities*

*Unit 7: Grammar: Countable and Uncountable Nouns*

*Unit 8: Grammar: Conjunctions- supplementary activities*

*Unit9: Grammar: Possessive Adjectives and Possessive Cases- supplementary activities*

## **II.2 Questionnaire**

### **II.2.1. A description of the population**

The whole population of the study consists of the first year students of English as Non-major ones at Haiphong Private University during the academic year 2011-2012 plus with the first year English grammar teachers at the same university. The total number

of the students' population is one hundred and fifty students and the teachers' population is 15 teachers. The students are from different geographical regions in the North of Vietnam and two genders; male and female. The teachers have different degrees and different years of working experience at the Department of English at Haiphong Private University.

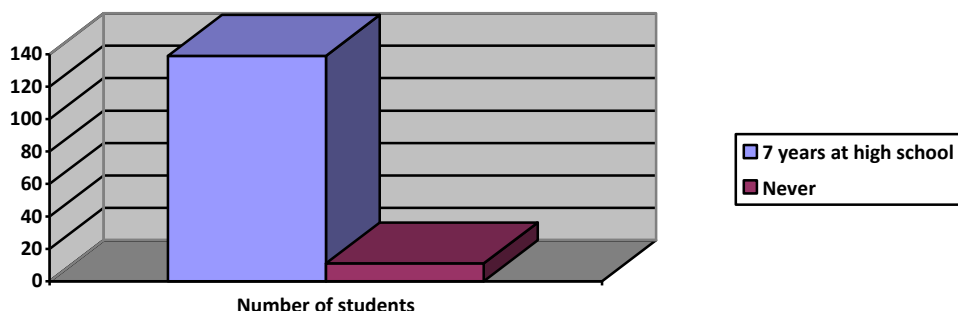
This population has been chosen for two reasons. The first reason is that 1<sup>st</sup> year students are freshman; thus, they would have expected to get a syllabus of Grammar course introducing the initial, basic, and adequate fund of grammar knowledge, even in other subject and hence, they would have an opinion and an attitude toward it. The second reason is that these students have just left high schools in which they were taught English in a familiar and old method of high school teachers. Therefore, they need a new change in the classroom's atmosphere; otherwise, they will easily get bored and suffer the lessons.

## **II.2.2. The means of research**

This study aims at finding out the attitudes and opinions of both students and teachers of TOEIC course level 1 toward teaching grammar. Thus, we have chosen the descriptive method to confirm our hypotheses. The tool used to undertake this research is the questionnaire. The questionnaire is composed of a series of written questions that particular persons would answer for the sake of gathering information. According to Moore, (1983), the questionnaire is used to gather information on almost any topic from a large or small number of people. Apart from questionnaires, we also use interviews and class observations to confirm our conclusions.

## **II.3. The analysis of the questionnaire results**

### **II.3.1. Interpretation on results of students' questionnaires**



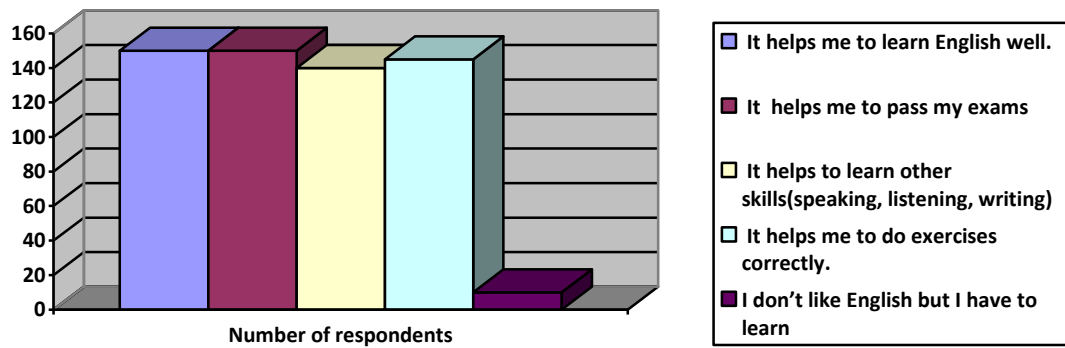
**Chart 1- Student's years of learning English**

The questionnaire was distributed for 150 students and, to our expectation, 92% of the students have learnt English for 7 years at school. A small number are beginners because at school, they had to learn French or Russian. The results show that the majority has a background knowledge of grammar. Therefore, the teacher have to update the teaching methods in order to have new ways in teaching grammar, otherwise, the students will feel bored with the lesson that they have already learnt before.

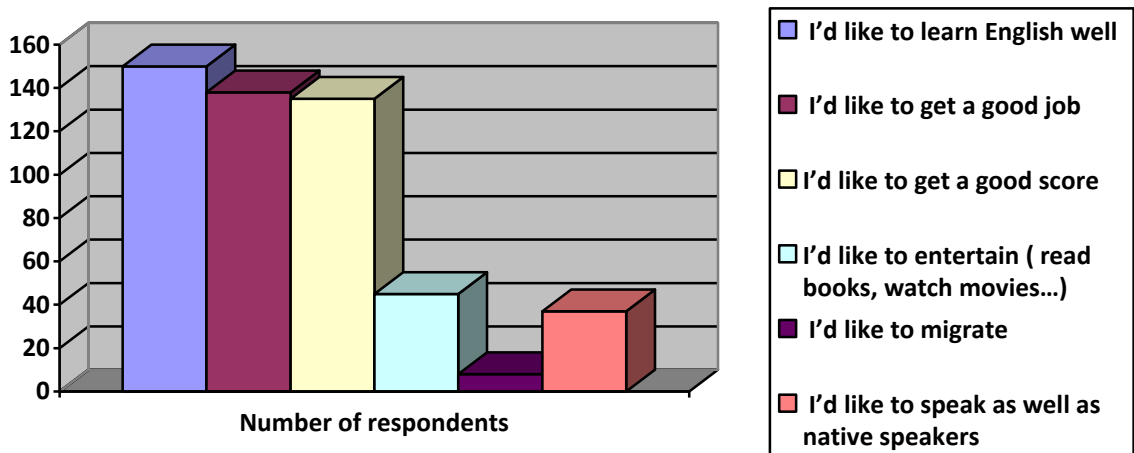
Questions	Degree of preference		
	Much	Little	Not at all
1. Do you like learning English grammar?	80%	20%	0%
2. Is grammar important to learn English well?	87%	13%	0%
3. Is grammar interesting?	85%	15%	0%
4. Do you want to do English grammar exercises correctly?	100%	0%	0%
5. Do you enjoy grammar lessons?	60%	30%	10%

**Table 1- Students' intrinsic motivation**

The question aimed at finding out the learners' intrinsic motivation including the desire and the interest in grammar. A majority can see the importance and the interest of this language item( from 80% to 100%). The positive attitude towards English grammar will be a source of drive to promote success.



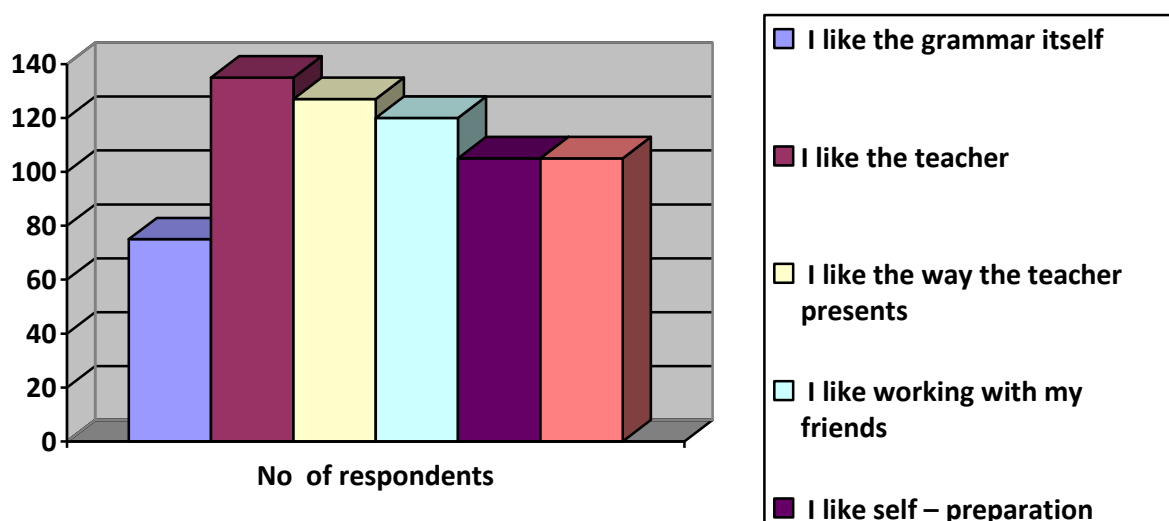
**Chart 2- Students' reasons in learning English**



**Chart 3- Students' expectation of learning English**

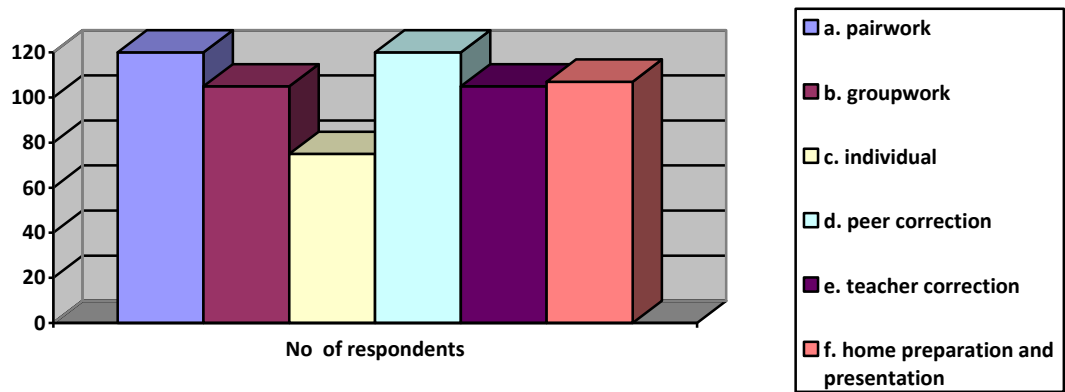


Responding to questions 3,4 , 90 to 100% of the students show clear purpose and expectation of learning English, which is to get good score at the final test and get good jobs. However, there's still 6.9% show their negative attitude to this subject . It is supposed that they do not have an ability to learn a foreign language or the lessons at school are not interesting enough for them. Therefore, the teacher must work hard to find the best ways to satisfy both the highly motivated and unmotivated students.

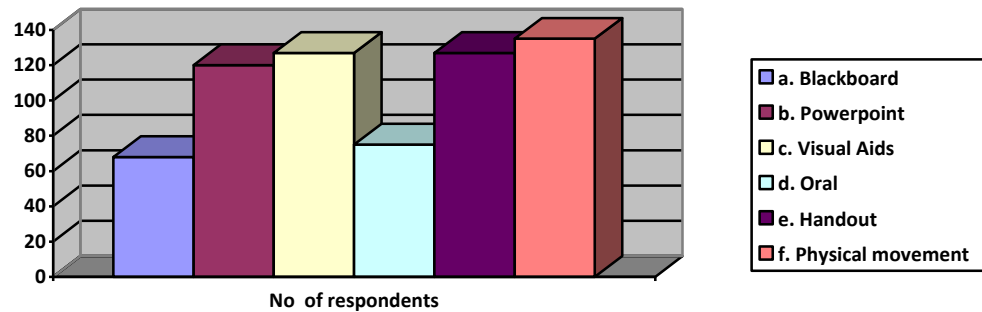


**Chart 4 – Students’ preference in grammar lessons**

When being asked about what makes the students like most in grammar lessons, 85% and 90% say that they like the teachers and their teaching methods. Therefore, the teacher’s personality , knowledge and their ways to teach play important roles in motivating the students. Furthermore, there’s up to 70% would like to get involved in pre-read the related materials before class and make a presentation. For these reasons, good preparations by both students and teachers are decisive factors for an effective and motivating class.



**Chart 5- Students' choice of techniques in a grammar class**



**Chart 6- Students' choice of methods in a grammar class**

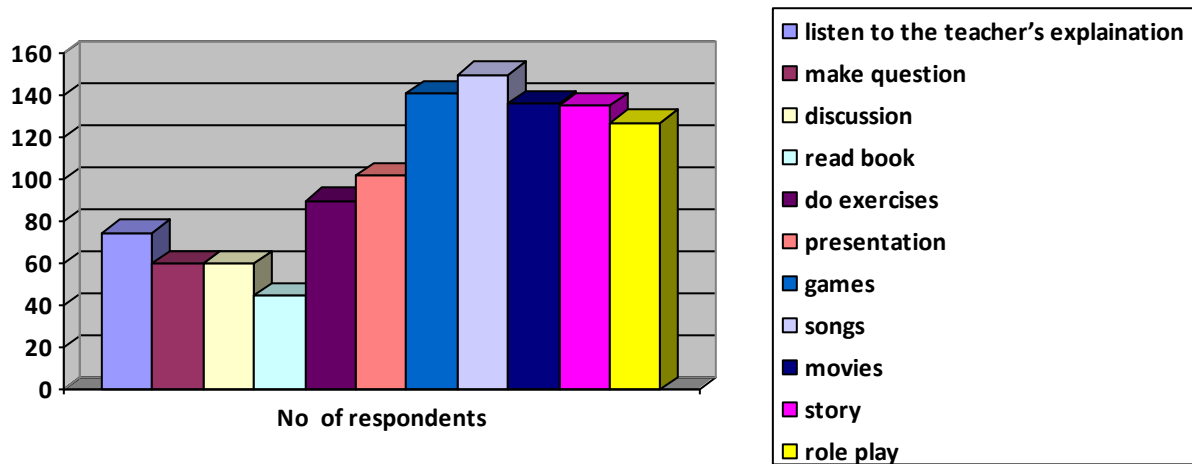
Methods	Frequency				
	Always	Usually	Sometimes	Rarely	Never
1.Blackboard	54.7%	45.3%	0%	0%	0%
2.Oral presentation	15.6%	84.4%	0%	0%	0%
3. Handout	10%	20%	70%	0%	0%
4.Powerpoint	10%	5%	85%	0%	0%
5.Visual Aids	15%	5%	75%	0%	0%
6. Physical movement	5%	7%	22%	66%	0%
7. Fun	21%	22%	56%	1%	0%
<i>Others: (please write the methods</i>					

<i>in letters)</i>					
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**Table 2-Students’evaluation of the frequency of using the methods by teacher**

Question 7, 8 focuses on the techniques in which the students are interested in .Obviously, 70 -80% prefer working with friends to working alone. It’s evident that most of the students would like to become active in the learning process rather than become passive recipients. Besides, the students also prefer modern techniques ( powerpoint, visual...) to traditional ones (oral, blackboard). Noticeably, physical movement is highly evaluated (86%). . This is once again proves that our students are so active learners, Therefore, the teacher should take advantage of this in organizing the lesson plans.

On the other hand, when being asked about the frequency the English teachers are applying the techniques in the grammar class currently, the students showed that two traditional methods are writing on the blackboard and oral presentation are still most commonly used while modern methods such as powerpoint , fun and visual aids are occasionally used with the frequency is sometimes. Furthermore, physical movement, which the students like most, is rarely used in teaching grammar. This response indicated that the methods the teachers are currently applying haven’t satisfied our students’needs. Therefore, we, as teachers, need to tailor our ways of teaching if we really want to motivate the students to learn grammar better.



**Chart 7- Students' choice of activities in grammar lesson**

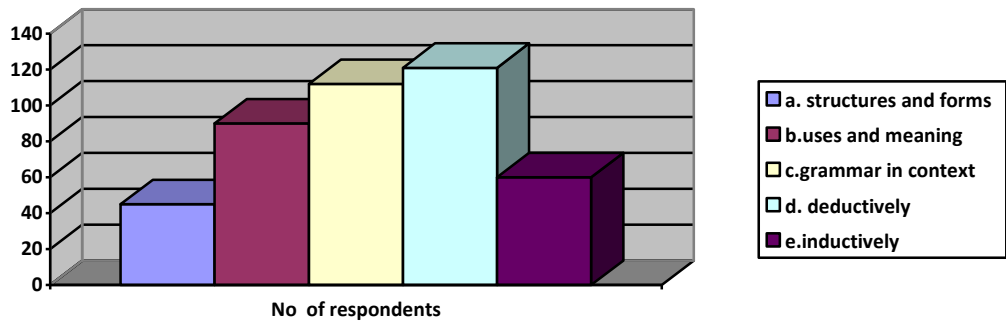
To our expectation , the traditional methods during a grammar lesson hardly attract the learners who are not real beginners because they have learnt English grammar at high school for a long time. The items a,b,c,d,e take only 30-50% of the students' interest. The motivating techniques such as games, songs, movies, stories and role plays account for very high percent (75 -80%). Moreover, doing grammar exercises, which accounts for 60%, shows that grammar exercises are still important in mastering and consolidating the theory. However, not all the learners enjoys doing a great number of exercises. As a result, how many exercises are effective enough must be balanced reasonably.

Techniques	Frequency				
	Always	Usually	Sometimes	Rarely	Never
Listen to the teacher's explanation	100%	0%	0%	0%	0%
Make question	100%	0%	0%	0%	0%
Discussion	5%	7%	84%	4%	0%
Read books	20%	72%	8%	0%	0%

Do exercises	90%	10%	0%	0%	0%
Presentation	0%	0%	90%	7%	0%
Games	5%	10%	15%	70%	0%
Songs	0%	5%	5%	90%	0%
Movies	0%	0%	2%	95%	3%
Story	0%	0%	10%	88%	2%
Role play	0%	0%	82%	18%	0%

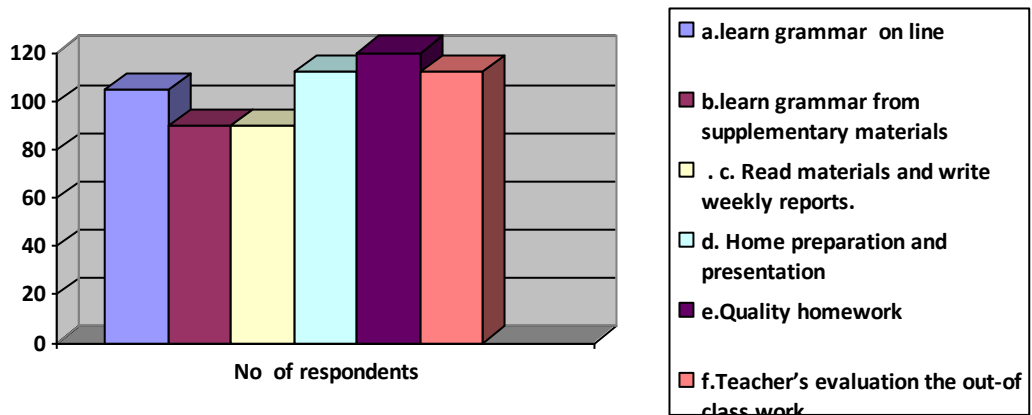
**Table 3- Students' evaluation of the frequency of using techniques by teacher**

As analyzed above, nearly all the students are more attracted by modern and relaxing techniques than traditional boring ones. Although the teachers are able to apply these new techniques in teaching and they are aware of the effectiveness of them the response from the students of these techniques turned out to be low. Presentation and discussion practice are sometimes used (90%), games, songs, movies are used with very low frequencies (rarely – 92%). This can't satisfy meet the learners's expectations and also fail to inject into them a strong motivation to learn English grammar.



**Chart 8- Students' choice of ways of presenting grammar**

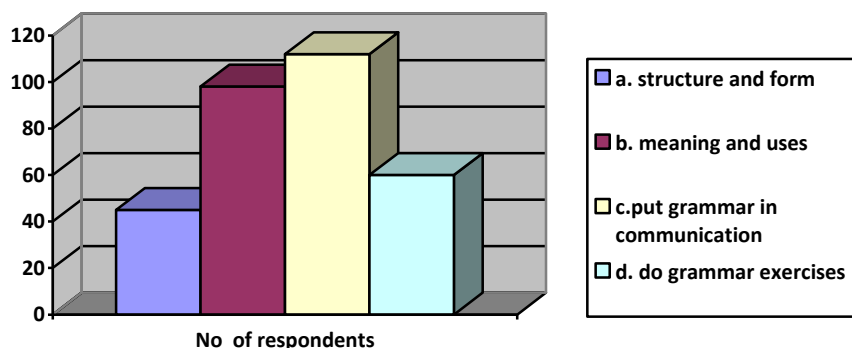
This question aimed to explore what interests the students take most in a grammar lesson. To our expectation, the students of level 1, who have experienced 7 years of learning English at school, don't like learning much what they are quite familiar to. This can be proved by low percentage of 30% like to learn structure and form and 41% like inductive learning. What attract the students are uses and meaning (60%); grammar in context (80%) and deductive teaching (82%)



**Chart 9- Students' choice of out-of-class activities**

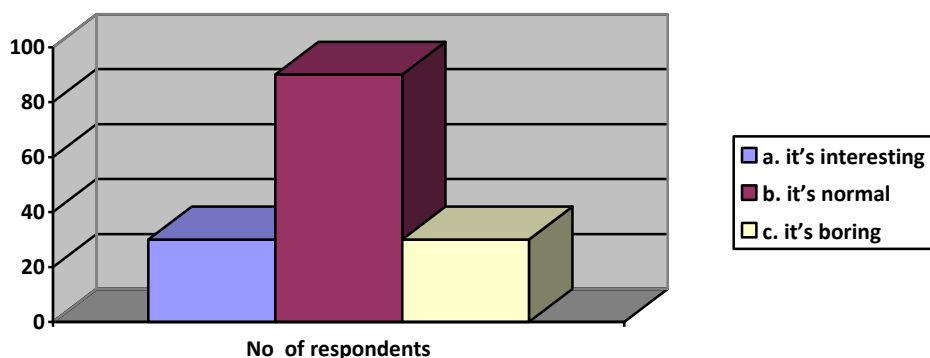
This question aims to find out the students' preference of the tasks designed for self-study besides the limited class hours. To our expectation, all of the six given tasks get very high percentage of choice, (from 60 up to 80%). This response from the students reflects the positive way of learning at university level in the modern life, which is research, self study and learning English on line. Besides the learners' effort, the role of the English teachers in evaluating the out-of-class work can help as a measurement as well as motivation to encourage the students to learn. However, at least 1 or at an

elementary level, the knowledge of grammar and vocabulary is limited, therefore, the teachers must balance very carefully factors such as frequency, length, requirement when assigning homework tasks.



**Chart 10-Students' difficulties in learning grammar**

The problems encountered by HPU students at level 1 are also what encountered by other non-major students in general. The difficulty in remembering structures and forms is not a big one (30%). Consequently, 40% show their problems in doing grammar exercises correctly. Not beyond our own expectation, the biggest challenge for the students lies in classifying meaning and then putting them into communication, the percentages for these two items go up 62% and 75% respectively. The result of this survey questionnaire can somehow explain the boring grammar class and bad score at the final test as well as the failure of a big number of level 1 students

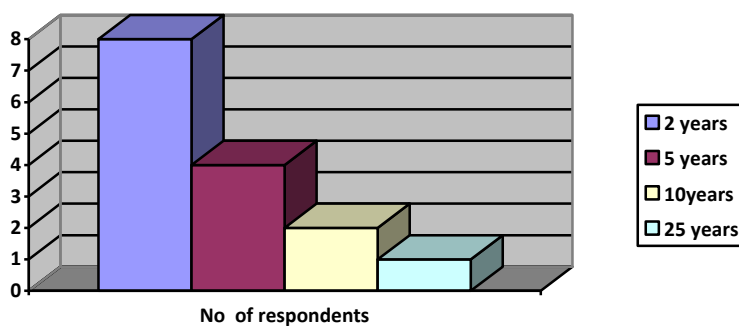


**Chart 11- Students' evaluation of grammar class**

Opinions and attitudes toward grammar learning can greatly contribute to the success. However, only a few students think that their class is interesting (20%). The rest show neutral and negative attitudes. Therefore, methods of teaching grammar should be softened and changed. The objectives is to create a relaxing atmosphere during class hours. Finally, the students give their own remark about their motivation but only 20% feel highly interested in this subject.

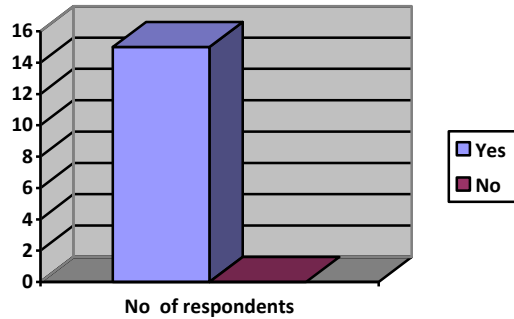
The other haven't really been attracted yet. Therefore, how to increase motivation and have motivating class belong to a job of all English teachers at HPU.

### II.3.2. Interpretation on the results of teachers' questionnaire



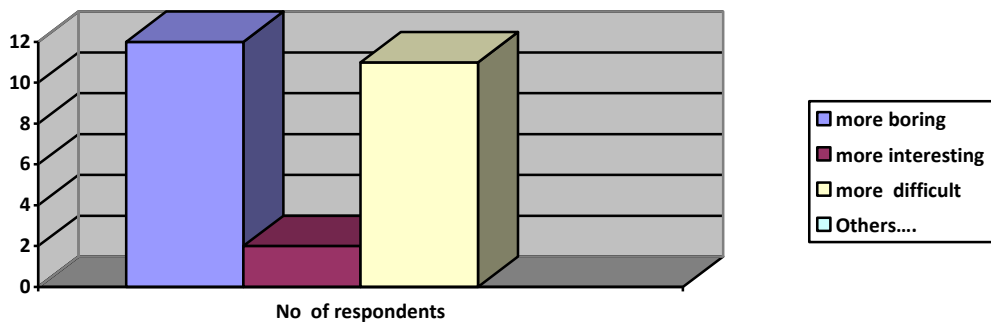
**Chart 12- Teachers' years of teaching grammar**





**Chart 13- Teachers’ opinion about the importance of grammar**

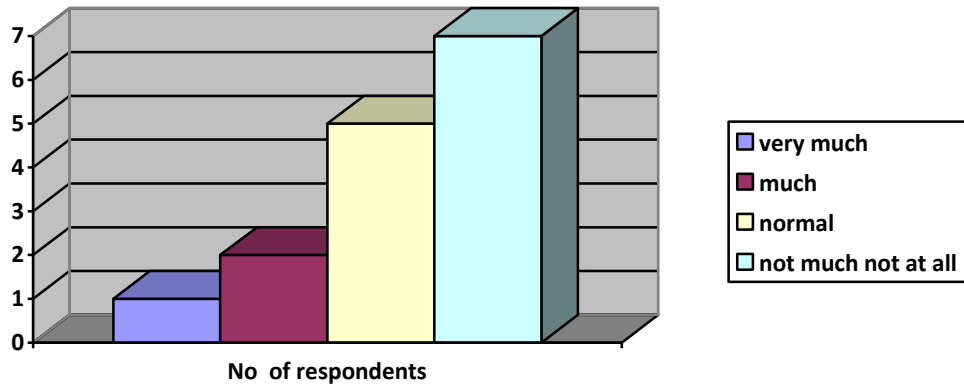
This question is designed with the view to find out the teachers’ experience in teaching grammar .Among 15 teachers, who are currently in charge of level 1, interviewed, 13.3% of them have been teaching for more than ten years, 53.5% are young teachers with two-year experience. Most of them consider grammar is very important in teaching English , especially at the beginning level. Furthermore, in a TOEIC test, grammar account for around 50% of the reading part and in the listening section, the grammatical knowledge is also required. For these reasons, teaching grammar must be of importance of all beginners and requires teachers to have suitable methods from the start of the course.



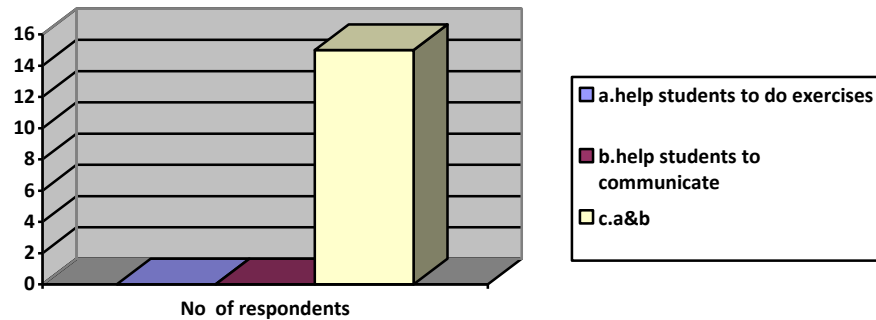
**Chart 14- Teachers’ opinion about teaching grammar**

Questions 3,4 are written to see the teachers’preferences of grammar teaching to other language skills like speaking and listening.It can be clearly seen that from 80% to 85 % think this job more demanding and boring, therefore, 51.9% don’t like

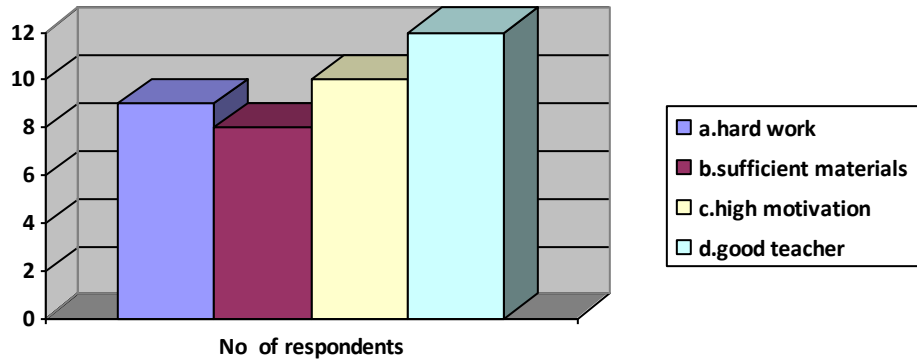
teaching grammar for the TOEIC standard. It could be inferred from the above data that most of the teachers haven't found out the best ways in teaching grammar. Nor have they succeeded in motivating their students.



**Chart 15- Teachers' preference of teaching grammar**



**Chart 16- Teachers' goal in teaching grammar**



**Chart 17-Teachers’ opinion about students’ factors help to learn English well**

In question 5, 100% of the informants said that their goal in teaching grammar is help learners to communicate and do exercises. However, the matter is how to balance the amount of time for each skill. If too much time spent on speaking, the students can’t do exercises correctly. Conversely, too many exercises would be a workload and hinder the motivation to learn.

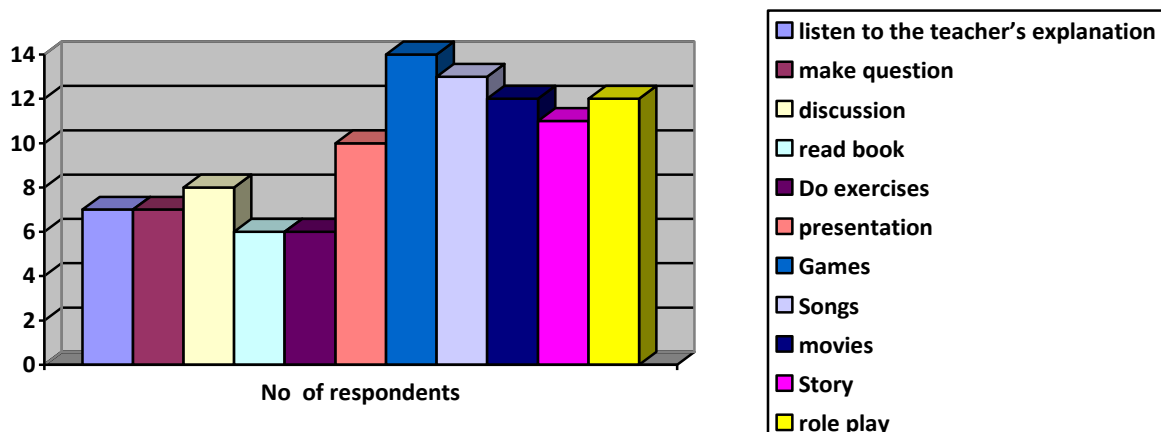
Question 6 looks for what factors help the learners to learn grammar well from the teachers’ viewpoints. The biggest numbers fall on high motivation(67%) and good teacher (80%). For this reason, teachers play essential roles in students’ success. A good teacher is a person who knows how to adapt the syllabus for each class, how to design supplementary material, how to write good lesson plans and apply different strategies in teaching. Furthermore, a good teacher should know how to help their learners to realize their motivation and turn their exterior motivation into interior motivation. In other words, whether the students succeed or fail mostly depend on the teachers.

Techniques	Frequency				
	Always	Usually	Sometimes	Rarely	Never
1. Blackboard	50%	50%	0%	0%	0%
2. Oral	15%	85%	0%	0%	0%

3. Handout	20%	30%	50%		
4. Physical movement	0%	0%	15%	80%	5%
5. Student's Presentation	0%	0%	15%	75%	5%
6. Powerpoint	20%	30%	44%	0%	6%
7. Visual aids	20%	30%	50%	0%	0%

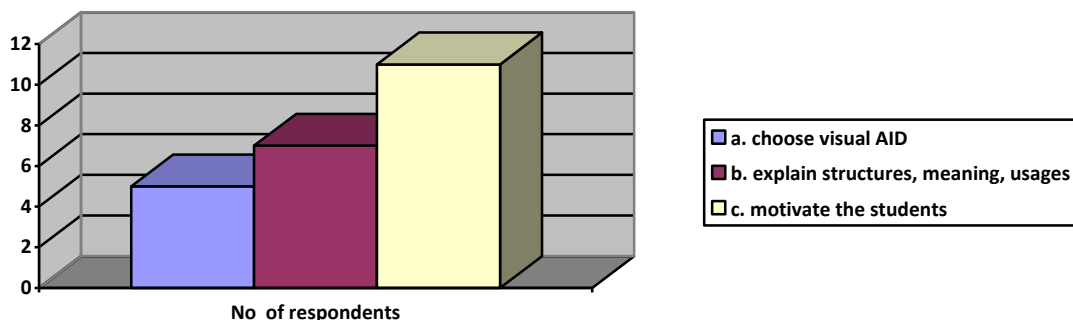
**Table 4- Teachers' frequency of using techniques**

This question placed a focus on the frequency the teachers teaching level 1 at HPU are applying the techniques that can satisfy the learners' needs. From the table, it can be inferred that traditional methods (blackboard and oral) are still most frequently used in all grammar classes (100% chose always and usually). Noticeably, physical movement, which the students enjoyed most, is rarely preferred by teachers (80%). This could be because this activity takes time and makes too much noise, therefore, the teachers don't feel at ease to carry out. About powerpoint presentation, 50% of the informants use this technique with high frequency (50%). But there is still 50% sometimes apply powerpoint in their lessons. This frequency can't match the learners' expectation because they prefer powerpoint to oral and blackboard. Lastly, the students' preparation and presentation, which is in their favour, is not liked by most teachers. The percentage of 15% (sometimes); 75% (rarely) and 5% (never) shows a discrepancy that needs to be tailored. The students' background knowledge and the ability of self study must be strengthened and motivated for a better outcome.



**Chart 18- Teachers' choice of motivating activities**

In this question, 11 activities, which considered effective, are given out. Among them, games and songs are the most motivating activities that can catch the students' attention (92.6% and 85.2% respectively). Furthermore, movies, stories and role plays are highly evaluated methods. However, at the level 1, the selection of these activities must be careful and teachers are required to spend much time to adapt them so that they are really suitable to the beginning ability. Otherwise, learning is only a type of useless entertainment, leading to a waste of time. Back to the survey questionnaire, two techniques received the least percentage are doing exercises and reading books (40.7%). Both teachers of English and their students don't like the workload, so they always find the ways to soften grammar. One way to attract the learners to attend the class is an art of the teachers – an art to make grammar not rules, structures and exercises but enjoyment and fun.



**Chart 19- Teachers' difficulties in teaching grammar**

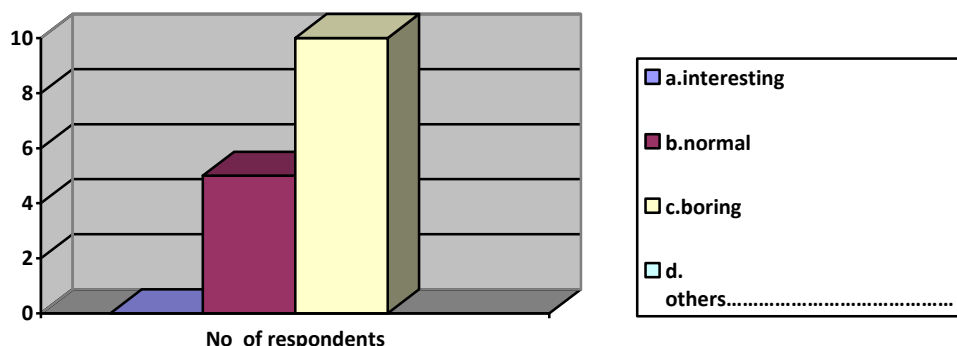
Question 10 and 11 are designed to discover current difficulty most of the HPU teachers are encountering and their judgements about their class. Only small percentage has problems in selecting visual aids. This can be because the use of internet has an unlimited source of materials for our teachers to choose from. The difficulty in explaining structures, meaning and uses accounts for 51.8%. The most noticeable problem lies in motivating students to get involved in the lessons (84.1%). This big number matches with a big number not satisfied with their class (70%). These results show that our teachers are not successful in teaching grammar. This problem mainly results from the art of methodology and teachers' experience and their effort to change themselves to keep up with the changing world. Once all of these are done, the teachers will be able to change the students.

Activities	Frequency				
	Always	Usually	Sometimes	Rarely	Never
1.Introduce learning websites	20%	30%	42%	8%	0%
2.Provide supplementary materials	20%	75%	5%	0%	0%
3.Home preparation & presentation	0%	5%	40%	50%	5%
4.Quality homework	45%	55%	0%	0%	0%
5.Evaluate the out-of class works	0%	6%	27%	57%	10%
6. Others .....					

**Table 5- Teachers' frequency of using out-of- class activities**

The response to this question haven't shown the effective ways of studying at the university level. Besides the introduction of learning website for the students to self

study and the provision of supplementary materials. A great number of informants assign homework of good quality, however, almost all of them don't evaluate the class work. This problem may result from the lack of time and criterial for evaluation.If all the out-of class work are marked by scores, this will be a good feedback for both teachers and students to adjust their methods of teaching and learning. Furthermore, feedback can create a competition among students and then motivate them to try more

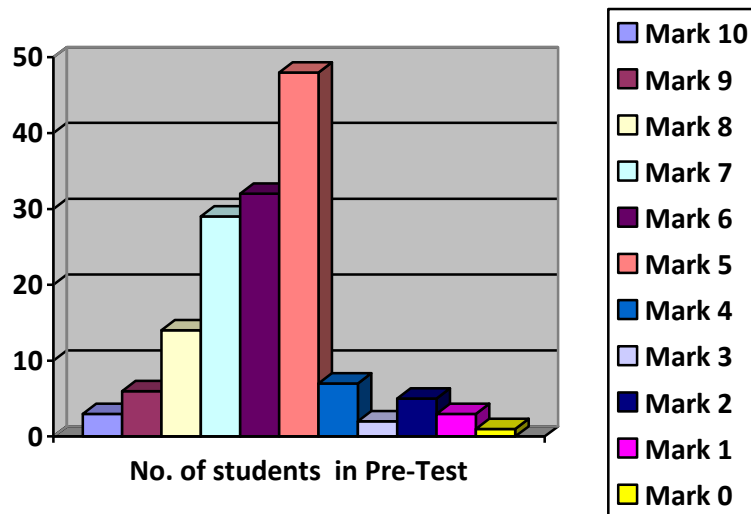


**Chart 20- Teachers' evaluation of current materials**

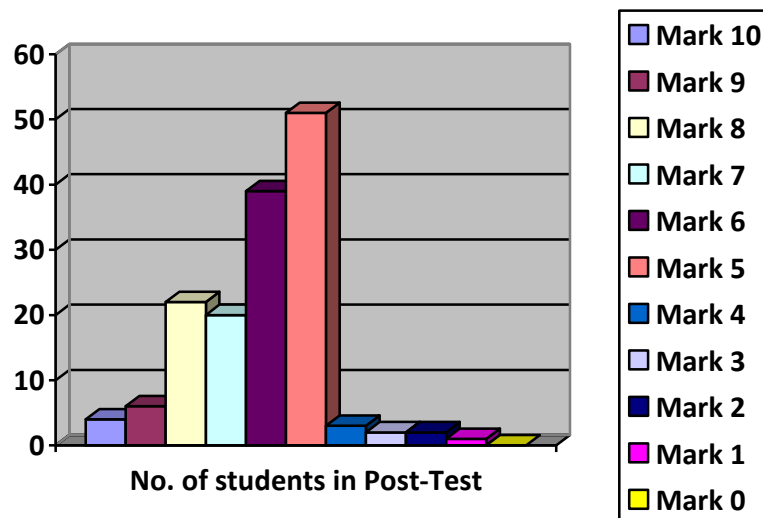
Overall, 63% don't highly appreciate the current material, which only contains theory and a number of exercises.In fact, a good material can give a good contribution to the achivement. Conversely, the set of self-designed material of grammar hinders partly the success and lower the students'motivation . It aslo takes each teacher time and effort to adjust the syllabus in diferent way.This leads to a inharmony among the teaing staff.As a result, the results gained are not high.

#### **II.4. The analysis of the tests' results**

In order to check the effectiveness of our application of motivation in teaching grammar, Pre- and post- tests were administered among four class of level-1 with 150 students. The pre-test tested the students' English levels at the beginning of the term, and the post-test measured the effectiveness after using motivation in teaching grammar. We took the pre-test in August, and the post-test in the in November. The pre- and post-test scores are displayed in the following charts:



**Chart 21- Result of Pre-Test scores**



**Chart 22- Result of Post-Test scores**

The statistics are categorized as total scores. The post-test scores showed an average increase of 0.3 points from the total of 878 to 922 at the conclusion of this analysis. The result of the two test indicates that the group which made the highest improvement is the students with average proficiency- mark 5, with an increase from 47% to 52% . The next group which also increased their score are the one with higher level of



English-mark 6 had an increase of 7% , mark 8 of 10%, mark 9 of 1%, and mark 10 of 0,8% respectively . More importantly, we can see the decrease in number of mark 4 of 4% , mark 2 of 3 % .Interestingly, mark 0 account 0% at the Post test. This indicates that the usage of motivation in teaching grammar is a great remedy to these students.

## **II.5. Findings of the research**

The teaching of grammar is by far, the most challenging task that any English teacher in Haiphong Private University may face in his or her daily classroom. Many do not wish to teach grammar explicitly but are keenly aware that students need an understanding of the rules to achieve fluency as well as accuracy. As a matter of fact , many students leaving schools and entering universities in Hai phong in particular and Vietnam in general do not have adequate English proficiency to excel in their studies . This is even more crucial in private universities where English is one medium to improve the students'knowledge and one prerequisite that help them to get jobs after universities . One possible solution is thus, the blended or Integrated approach to grammar teaching where there is a focus on the form but the activity with motivation is meaning based. It can be seen clearly through the questionnaire that using motivation in teaching grammar of the TOEIC classes and the result of test scores. It is the fact that motivation was highly appreciated and motivation application was successful as there were some marked improvement in of the students' test scores.

## **CHAPTER III**

### **PEDAGOGICAL SUGGESTIONS TO MOTIVATE THE STUDENTS OF LEVEL 1 IN TOEIC COURSE AT HAIPHONG PRIVATE UNIVERSITY TO LEARN GRAMMAR**

#### **III.1. Show the students the connection between grammar and the TOEIC Test**

The Toeic-oriented test is designed to measure the learners' ability to use English at the workplace. In this test, grammar accounts for 25% of total knowledge. This is included in reading incomplete sentences, incomplete texts and listening. Therefore, grammar plays an important part in the TOEIC test. With good knowledge of grammar, students will get high scores. Therefore, it is teachers' job to let their students know this connection so that students can be much aware of the importance of grammar in their Toeic course.

### **III.2. Show the students the connection between grammar and their lives.**

In real life situations, students have to communicate with other people in their mother tongue. Besides, in the environment of working or other situations they may contact with foreigners especially with English speaking people. It is clear that if they have a profound knowledge of grammar plus with a rich vocabulary, they will find such communicating situations much easier. Therefore, teaching grammar should be closely related to communication. In other word, teaching grammar in communicative approach is a method that connects language and the learners' real world. For this purpose, the teacher must make the students aware of the link between English and their lives. The following techniques can help to teach grammar purposely.

#### **III.2.1. Introduce hot elements**

In preparing lesson plans, the teachers should keep the learners updated with the latest change of the world. All items selected for teaching should be hot such as hot music and movies; current topics, fads, games etc. These up- to- date elements give a hand to motivate the students to learn better.



**III.2.2. Get the students involved in the class activities.**

In the learning process, the learners should always be active and get involved in the lesson. Before going to the class, they are asked to do some preparation as bring samples of current songs, clipping of famous people, photos, video clips. These contributions will be valuable sources for the lessons and encourage the sense of responsibility among the students.

### **III.2.3. Create opportunities for self-expression**

It's a good idea that the language lessons should be something closely related to the learners' lives; in other words, teaching is communicatively oriented. In grammar lessons, any designed activity should make students realize that the content of the grammar lesson is their personal lives and they are treated as a person, not a language learner. This can be done through personalized tasks, speaking circles, and interactive questionnaires etc.

### **III.3. Use motivating classroom activities**

It is an evidence that not any single technique can become the most effective in teaching grammar. The success must result from a combination of a great variety of following techniques:

#### **III.3.1. Personalized warm up activities**

**Personalization:** Students in group write some special things they have experience in their lives. The teacher collects their paper and select about 10 most interesting experience.

#### **Sample Lesson : Teaching Simple present tense**

Task 1: Preread the materials and note down the main uses of present simple

Task 2: Pair work: Make up dialogs with your partner about your daily routine.

ACTIVITY	TIME
Get up	6:45

**Activity 1: Prediction**

**Student A: 6:45**

**Student B: Do you have breakfast?**

**Student A: No, I get up**

.....

**Activity 2:**

- a) **What time do you have breakfast?**
- b) **What do you usually do after school?**
- c) **What time do you get up on Sundays?**

**III.3.2.Vivid teaching: Using pictures, charts, tables, diagrams, maps and videos -  
The following technique helps teachers in teaching The present Continuous Tense**

***Task : Look at the picture and describe what people are doing***

Make present continuous sentences using the verbs below the pictures.



Example 1 (weigh)  
He is weighing the mouse.



2 (heat)



3 (do)



4 (pour)



5 (transfer)



6 (use)



7 (look)



8 (wear)



9 (measure)



10 (read)



11 (compare)



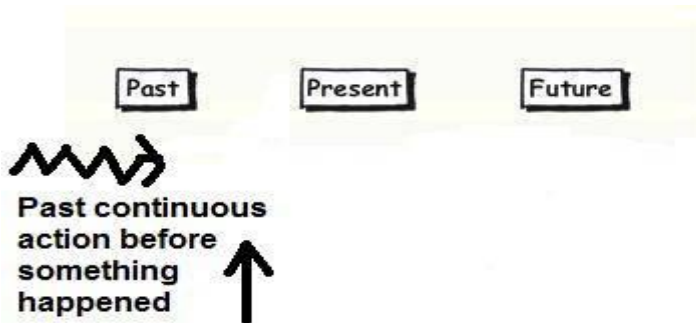
12 (store)



**Pete has been to New York three times.**

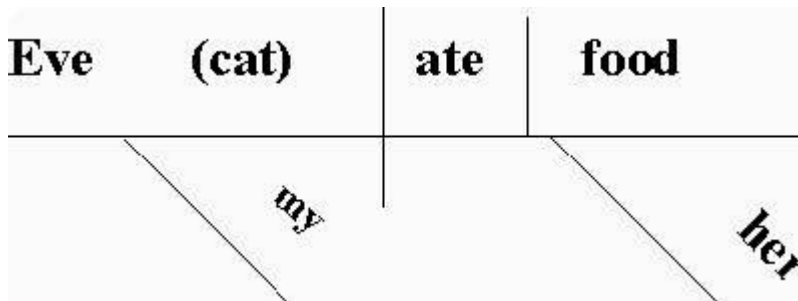
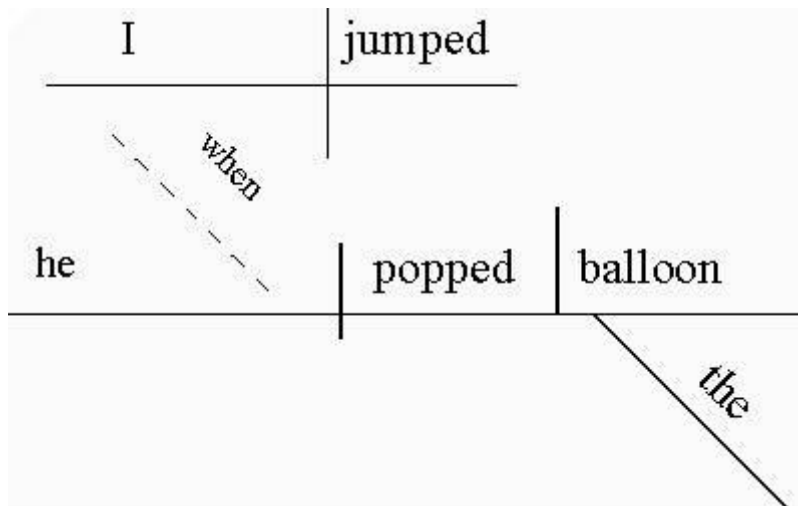
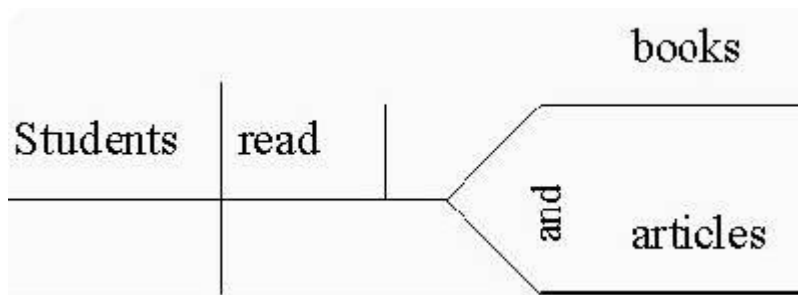


**She's been working since 10 this morning.**



**She had been waiting for two hours when he arrived.**

Above are some samples of charts used to teach tenses and following are samples of diagrams to teach sentence structures



Here is one example of using video

We are watching a video of Mr Bean





Students watch a video and shout out if they see anything that is exactly the same as what is written on their worksheet or the whiteboard, e.g. “Mr. Bean is putting his head into a turkey”. This can be combined with practice of typical confusions by some of the sentences being slightly different from what’s on screen (“...into a chicken”). Then they do True or False exercise to practise The Present Continuous Tense

1. *Mr. Bean is kissing the woman*
2. *Mr. Bean is talking with the woman*
3. *Mr. Bean is teasing the woman*
4. *Mr. Bean is touching the wheel*
5. *Mr. Bean is falling down*

### **III.3.3.Tangible teaching: games, index cards, quiz, crosswords**

#### **GAME 1: Alphabet Verb past tense**

YESTERDAY, I ATE AN APPLE

YESTERDAY, I ATE AN APPLE AND BOUGHT AN ORANGE

#### **Game 2 :Command Prepositions**

Introduction: This activity can be used as a review of prepositions. Put the students into two teams and form them into two lines. You then give them the following commands and count the score on the whiteboard.

*Put your foot under a table.*

Say the word “over” 3 times.

*Put a pencil in a pencil box/bag.*

*Write the teacher’s name on the whiteboard.*

*Put your hand in a classmate’s pocket.*

*Put a pencil in your shoe.*

*Sing the X Song in front of a student.*

*Look under a book.*

*Dance between two classmates.*

*Hold a pencil between your legs.*

*Jump between two classmates.*

*Sit on the floor.*

**Task –using index cards:**

*Select the correct conjunction to complete the sentence.*

1. Don't eat (CONJUNCTIONS CARD 3) talking on the phone.
2. Just go straight (CONJUNCTIONS CARD 4) you reach the station.
3. (CONJUNCTIONS CARD 3) she is a genius, she is not a good person.
4. I will finish this work (CONJUNCTIONS CARD 10) you come.
5. Put you coat on, (CONJUNCTIONS CARD 1) you'll catch cold.

Conjunctions CARD 1  for and nor but or	Conjunctions CARD 2  yet so as it than	Conjunctions CARD 3  when because while where although	Conjunctions CARD 4  whether until though since alter	Conjunctions CARD 5  before unless once that whereas
Conjunctions CARD 6  or than although alter whereas	Conjunctions CARD 7  but it where since that	Conjunctions CARD 8  nor as while though once	Conjunctions CARD 9  and so because until unless	Conjunctions CARD 10  for yet when whether before

6. (CONJUNCTIONS CARD 5) you have started your homework it's better to keep doing it (CONJUNCTIONS CARD 9) you finish.
7. (CONJUNCTIONS CARD 6) my sister is talkative, I am quiet.

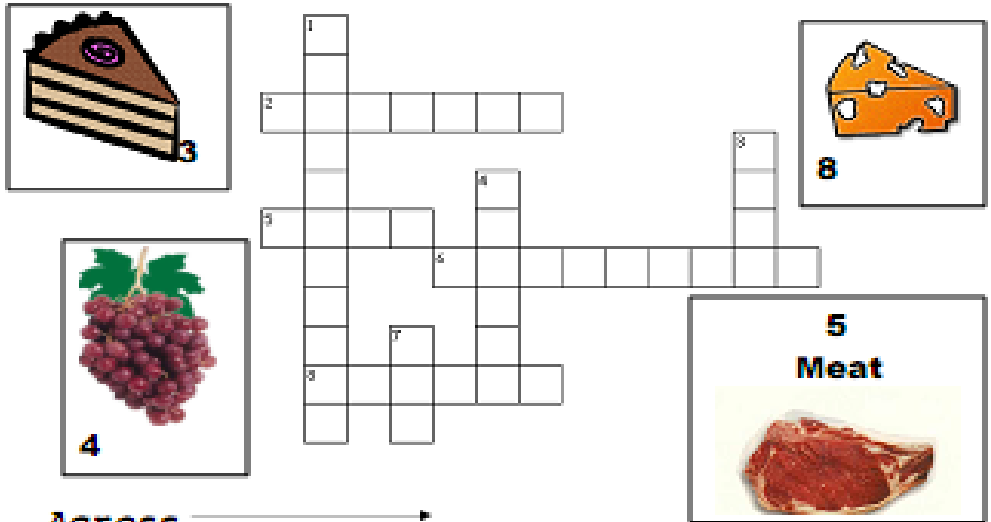
8. We are not sure (**CONJUNCTIONS CARD 7**) she is right.
9. The baseball game will be held (**CONJUNCTIONS CARD 9**) it rains.
10. Even (**CONJUNCTIONS CARD 8**) he is the boss, I have to disagree with him.

**Task : using QUIZ**

<ol style="list-style-type: none"> <li>1. Book</li> <li>2. Brushing</li> <li>3. Cooking</li> <li>4. Dinner</li> <li>5. Drinking</li> <li>6. Eating</li> <li>7. Flying</li> <li>8. Playing</li> <li>9. Reading</li> <li>10. Running</li> <li>11. Singing</li> <li>12. Sleeping</li> <li>13. Song</li> <li>14. Swimming</li> <li>15. Teeth</li> <li>16. TV</li> <li>17. Walking</li> <li>18. Watching</li> <li>19. Writing</li> </ol>	<table border="1" style="border-collapse: collapse; width: 150px; height: 300px; margin: auto;"> <tr><td>P</td><td>I</td><td>W</td><td></td><td>V</td><td>B</td><td>P</td><td>R</td></tr> <tr><td>I</td><td>T</td><td>A</td><td></td><td>P</td><td>R</td><td>Y</td><td>V</td></tr> <tr><td>A</td><td>E</td><td>L</td><td></td><td>T</td><td>U</td><td>S</td><td>Z</td></tr> <tr><td>F</td><td>E</td><td>K</td><td></td><td>V</td><td>S</td><td>W</td><td>M</td></tr> <tr><td>T</td><td>I</td><td>B</td><td></td><td>H</td><td>I</td><td></td><td></td></tr> <tr><td>H</td><td>N</td><td>X</td><td>V</td><td>S</td><td>W</td><td>I</td><td>M</td></tr> <tr><td>G</td><td>B</td><td>H</td><td>L</td><td>R</td><td>N</td><td>M</td><td>I</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>E</td><td>I</td><td>G</td><td>I</td></tr> <tr><td></td><td></td><td></td><td></td><td>E</td><td>T</td><td>E</td><td>N</td></tr> <tr><td></td><td></td><td></td><td></td><td>P</td><td>I</td><td>A</td><td>G</td></tr> <tr><td></td><td></td><td></td><td></td><td>I</td><td>N</td><td>T</td><td>M</td></tr> <tr><td></td><td></td><td></td><td></td><td>N</td><td>G</td><td>I</td><td>A</td></tr> <tr><td></td><td></td><td></td><td></td><td>G</td><td>W</td><td>N</td><td>F</td></tr> <tr><td></td><td></td><td></td><td></td><td>D</td><td>G</td><td>Q</td><td>C</td></tr> <tr><td></td><td></td><td></td><td></td><td>R</td><td>Y</td><td>S</td><td>H</td></tr> <tr><td></td><td></td><td></td><td></td><td>D</td><td>I</td><td>N</td><td>N</td></tr> <tr><td></td><td></td><td></td><td></td><td>N</td><td>X</td><td>N</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>I</td><td>C</td><td>K</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>R</td><td>O</td><td>I</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>U</td><td>O</td><td>N</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>N</td><td>K</td><td>G</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>N</td><td>I</td><td>X</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>I</td><td>N</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>S</td><td>O</td><td>N</td><td>G</td></tr> <tr><td></td><td></td><td></td><td></td><td>A</td><td>M</td><td>G</td><td>D</td></tr> <tr><td></td><td></td><td></td><td></td><td>K</td><td>E</td><td>G</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>O</td><td>A</td><td>P</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>M</td><td>D</td><td>L</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>S</td><td>I</td><td>A</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>R</td><td>N</td><td>Y</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>O</td><td>G</td><td>I</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>U</td><td>N</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>A</td><td>G</td><td>L</td><td>Z</td></tr> <tr><td></td><td></td><td></td><td></td><td>B</td><td>O</td><td>O</td><td>K</td></tr> </table>	P	I	W		V	B	P	R	I	T	A		P	R	Y	V	A	E	L		T	U	S	Z	F	E	K		V	S	W	M	T	I	B		H	I			H	N	X	V	S	W	I	M	G	B	H	L	R	N	M	I													E	I	G	I					E	T	E	N					P	I	A	G					I	N	T	M					N	G	I	A					G	W	N	F					D	G	Q	C					R	Y	S	H					D	I	N	N					N	X	N						I	C	K						R	O	I						U	O	N						N	K	G						N	I	X						I	N							S	O	N	G					A	M	G	D					K	E	G						O	A	P						M	D	L						S	I	A						R	N	Y						O	G	I						U	N							A	G	L	Z					B	O	O	K	
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		<p><b>Match the nouns below with suitable verbs above.</b></p> <ol style="list-style-type: none"> <li>1. _____ book</li> <li>2. _____ dinner</li> <li>3. _____ song</li> <li>4. _____ teeth</li> <li>5. _____ TV</li> </ol>																																																																																																																																																																																																																																																																																								

**Task : Crosswords**

FOOD CROSSWORDS

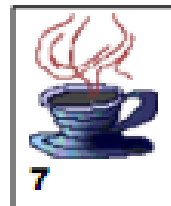


**Across** →

- 2. May I have the bunch of \_\_\_\_\_ please?
- 5. Please give me the slice of \_\_\_\_\_.
- 6. May I have a \_\_\_\_\_ please?
- 8. Give me a piece of \_\_\_\_\_

**Down**

- 1. Please get me a glass of \_\_\_\_\_.
- 3. May I have a piece of \_\_\_\_\_ please?
- 4. I want a bunch of \_\_\_\_\_.
- 7. I want a cup of \_\_\_\_\_.



**III.3.4.Vary learning activities: interpersonal , kinesthetic, and musical**

**-Interpersonal teaching**

**Task exchange: Teacher assign the tasks among the students to make them co-learn. This activity really helps students generate more ideas and learn better.**

## Sample Task : True or False prediction

### Student B

PARTNER'S NAME _____	TRUE	FALSE	✓ = I'm right X = I'm wrong
often wears trainers			
sometimes sings in the bath			
drinks coffee every day			
often writes letters to friends			
sometimes goes shopping in the evening			
usually does the washing up			
always goes to work/school by car			
usually does some sport at the weekend			
reads a newspaper every day			
often goes to the cinema			

### Student A

PARTNER'S NAME _____	TRUE	FALSE	✓ = I'm right X = I'm wrong
usually wears jeans at the weekend			
always goes to bed before midnight			
eats chocolate every day			
always remembers birthdays			
usually goes out on Saturday nights			
often does the ironing			
always gets the bus to work/school			
sometimes goes out for lunch on Sundays			
often listens to classical music			
always arrives on time for appointments			

**-Kinesthetic** –This activity helps students have lots of physical movement during class hour. At the same time, they have to mobilize all of their five senses to catch the meaning from the teacher and their friends.

### **Task 1 : Present Continuous Mimes**

Students mime whole Present Continuous sentences until the other students say the whole correct sentence. It is important they don't stop until people guess to give the idea of an action in progress.

### **Task 2: Present Continuous drawing race**

Students race to draw a picture of a Present Continuous sentence they hear or read, e.g. "Two men are dancing on a table". Give points for the first one that matches the description and/ or the best picture

**-Musical** : Teachers can inspire the lessons by using songs. Hot or popular songs have the magic power that can attract every distracted students by their interesting melody and sounds.

For example , teachers can teach "Articles" by having students listen and fill in the gaps with *a, an, the*



*Song- Mr Taxi*

Tokyo, Seoul, London, New York

I drive freely through..... world tonight.

I will reveal..... new style everywhere,

I will show you things you have never seen before.

Hey, look over here and watch out!

Faster than those left-hand drive cars, I'm so fast.

Mr. Taxi Taxi Taxi Go very quickly quickly quickly,

I'm going at ..... speed that can't be caught, oops!

Hey, can you even follow me?

Mr. Taxi Taxi Taxi Go very quickly quickly quickly,

..... light is shining, but I can't touch it,

It's just supersonic n' hypertonic.

I want you to take me away, you take me right now,

Mr. Taxi Taxi Taxi Go very quickly quickly quickly,

But it's not gonna happen easily.

..... city lights are like shooting stars,

Non-stop until ..... next destination,

Leaving only..... sound of ..... engine.

See you again, I say good-bye from behind.

Hey, don't look away and take .....the risk!

More certain than those right-hand drive cars, I'm so sure.

One, Two, Three, Here we go

To go anywhere freely,



That's right, even to .....the end of the universe.

It's just as I wished, why am I so anxious?

And I don't know why, and I don't know why (don't know why)

You'll follow me, right?

I don't wanna say good-bye (Good-bye) bye (I don't wanna say good-bye)

### III.3.5. Each learner is involved: assign pair and group activities

#### Peer interview

- Each writes on a piece of paper some important years in your past life

<b>1990:</b>
<b>1995:</b>
<b>2008:</b>
<b>2009:</b>
<b>2011:</b>

1990: was born
1995: get a bike
2008: finish high school
2009: have a boyfriend
2011: visit Nha Trang beach

- Student A: Were you born in 1990?
- Student B: Yes
- Student A: Did you go to school in 1990?
- Student B: No, I got a bike
- Student A:.....

## Group predictions

	You			
On Saturday nights, I usually: <ul style="list-style-type: none"> <li>• stay at home with my family.</li> <li>• go to a quiet restaurant with friends.</li> <li>• go to an exciting disco.</li> <li>• other</li> </ul>				
My idea of a perfect city is: <ul style="list-style-type: none"> <li>• a metropolis like New York City.</li> <li>• a mid-sized city of 500,000 inhabitants.</li> <li>• a small town with under 5000 inhabitants.</li> <li>• other</li> </ul>				
For me, the ideal place to live is: <ul style="list-style-type: none"> <li>• downtown.</li> <li>• in the suburbs.</li> <li>• in the country.</li> <li>• other</li> </ul>				
The ideal place for children to live is: <ul style="list-style-type: none"> <li>• downtown.</li> <li>• in the suburbs.</li> <li>• in the country.</li> <li>• other</li> </ul>				
An important element to have in a city is: <ul style="list-style-type: none"> <li>• low pollution.</li> <li>• tourist attractions.</li> <li>• honest government.</li> <li>• other</li> </ul>				
A good place for a university is: <ul style="list-style-type: none"> <li>• in a small, residential town.</li> <li>• in a large, busy city.</li> <li>• in a quiet, commercial city.</li> <li>• other</li> </ul>				
A big problem for my city is: <ul style="list-style-type: none"> <li>• crime.</li> <li>• pollution.</li> <li>• corruption.</li> <li>• other</li> </ul>				
My ideal city has: <ul style="list-style-type: none"> <li>• lots of historic buildings and interesting architecture.</li> <li>• beaches and hot weather.</li> <li>• an honest, hard-working government and good public services.</li> <li>• other</li> </ul>				

### III.3.6. Combine deductive and inductive teaching

**-Inductive teaching:** give students a short text to read and in pair find out the rules using article **a/a /the**

*My uncle is a shopkeeper. He has a shop in a small village by the River Thames near Oxford. The shop sells almost everything from bread to newspapers. It is also the post office. The children always stop to spend a few pence on sweets or ice-cream on their way to and from school. My uncle doesn't often leave the village. He doesn't.*

**-Deductive teaching:** After using inductive teaching to elicit the rules of articles: a, an, the, teachers carry out deductive teaching by explaining the special uses of the articles and illustrating these uses with examples.

E.g. "The" is not frequently used before the words denoting places:

We go to ~~the~~ school everyday.

### III. 3.7. Context-based teaching

Read the following short conversations and find out the different between **'will'** and **'to be going to'**

1. A: Do you want a sandwich?
2. B: I'm going to have lunch in ten minutes, thanks anyway.
3. A: I'm going home now.
4. B: Okay: I'll see you on Sunday

### III. 3.8. Creating Fun

**Task :** Making Laughter

#### Verbs

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.

#### Nouns

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.

On a piece of paper, write 2 columns of numbers, with each set corresponding to one of the tables. This will be the list that teachers refer to when they are conducting the activity. The students, of course, should not see the list. For the first set, write a verb next to each number. For the second set, write a noun next to each number:

<b>Verbs</b>	<b>Nouns</b>
<b>1. Eat</b>	<b>1. horse</b>
<b>2. Chase</b>	<b>2. dog</b>
<b>3. Hit</b>	<b>3. cat</b>
<b>4. Kick</b>	<b>4. buffalo</b>
<b>5. Kiss</b>	<b>5. fish</b>
<b>6. Hug</b>	<b>6. pig</b>
<b>7. Kill</b>	<b>7. cow</b>
<b>8. Marry</b>	<b>8. snake</b>
<b>9. Touch</b>	<b>9. walrus</b>

<b>10. Scratch</b>	<b>10. platypus</b>
<b>11. Slap</b>	<b>11. elephant</b>
<b>12. Lick</b>	<b>12. giraffe</b>

The nouns in column number 2 can be of any category though teacher find that animals work well.

Before starting, model a sentence on the board. For example:

“Last week I **chased** a **dog.**”

It is always good to give students a chance to change the verb tense (conjugate) when playing a game like this. Now, have one student from the first team roll the dice. If they roll a 4 and 5, they can choose box 4, 5, or 9 (the two numbers added together) from the grid marked "Verbs." Have the same student roll the dice again and follow the same procedure for the grid marked "Nouns." Then the teacher will write in the words in the box that correspond to the numbers the student has chosen. Finally, the "contestant" has to form a sentence with the words that have been revealed. Teachers can decide whether to allow consultation with the rest of the team. There are some amusing possibilities that pop up. As soon as the words are revealed, the laughter will begin before the sentence has even been formed. Once a correct sentence has been created and spoken out loud by the student, erase the words so that both grids contain only the numbers. With only 12 choices in each grid, it doesn't take long for the class to remember which words are "hidden" behind each box.

### **III.3.9. Inspire students' curiosity**

*Curiosity: Teacher make the question:*

*e.g. What did the teacher do yesterday?*

- Student: Did you go to school'?

- Teacher: Yes, I did.
- Student: Did you go shopping?
- Teacher: No, I didn't.
- After 5 minute interview, the teacher calls some students to retell what the teacher did yesterday.

### **III. 3.10. Provide a variety of choices**

Teachers should give the students many choices in practising sentence structures.

For example, while teaching “Gerund and Infinitive” with the structure **like + Ving** , teachers can let students talk about their own hobbies, habits, plans, and ambitions. By doing this, students will surely produce many sentences easily.

### **III.4. Provide enough input and guide out-of-class work**

Learning grammar is effective when it is a continuous process. The learners study not only in some limited class hours, but they can study anywhere like at home, at the library etc. Therefore, the teachers are advised to guide the out of class work such as:

#### **III.4.1.Introduce learning websites**

Teachers must provide students with the popular and useful learning websites in studying grammar. Below are useful websites for English learners.

<http://www.rong-chang.com>

<http://esl.fis.edu/>

<http://www.vus->

[etsc.edu.vn/?page=eng\\_cor&lang=vn](http://www.vus-etsc.edu.vn/?page=eng_cor&lang=vn) <http://www.soon.org.uk/page17.htm>

<http://www.englishlearner.com/tests/test.html>

<http://www.easyenglish.com/>

<http://www.expertrating.com/English-test.asp>

[http://www.ebcdiomas.com/free/online\\_language\\_tests/english\\_test\\_free.htm](http://www.ebcdiomas.com/free/online_language_tests/english_test_free.htm)

<http://www.better-english.com/exerciselist.html>

<http://www.wordskills.com/level/>

<http://www.english-online.org.uk/course.htm>

<http://www.angelfire.com/on/topfen/tests.html>

<http://www.world-english.org/>

<http://www.english-online.org.uk/exam.htm>

<http://www.english-at-home.com/> <http://www.roseofyork.co.uk/learning.html>

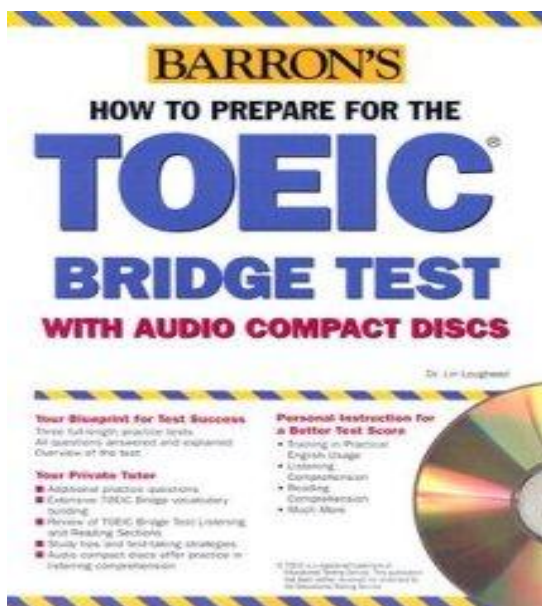
<http://www.btinternet.com/~ted.power/literacy.html>

<http://www.saab.org/>

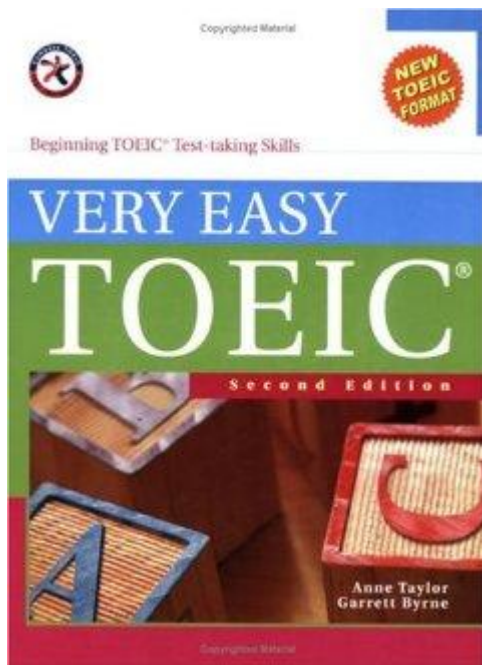
### **III.4.2. Provide supplementary materials**

Students will have more motivation if the teachers provide them with the supplementary materials. This activity is of great importance since it can help students self-study without having to attend the class. It really increases their activeness in their studies. More importantly, these materials should match with the ones in the real exams. For example, they can find the following materials necessary for ToEIC study.

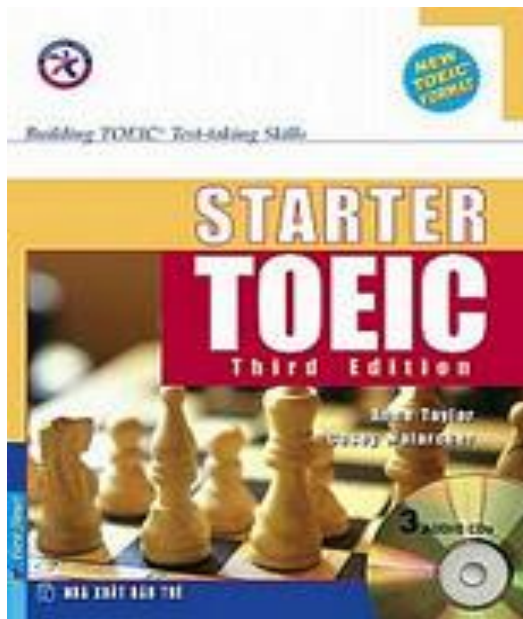
#### **1.How to prepare for the ToEIC bridge test**



## 2. Very Easy Toeic

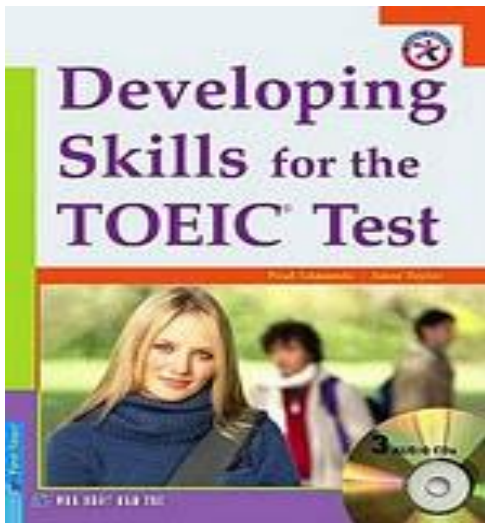


## 3. TOEIC(New format) Starter





## 4.TOEIC(New format) Developing Skills



### **III.4.3. Home preparation and presentation**

Teachers will find their lessons more effective if they ask their students prepare their knowledge for the lessons before going to the class.

#### **Lesson 1: ARTICLES**

Task : Home reading and presentation the uses of **an/a/the**

#### **Lesson 2: SIMPLE PRESENT**

Task : Preread the materials and note down the main uses of present simple

#### **Lesson 3: PRESENT CONTINUOUS**

Task 1: Students prepare pictures of action and bring them to the class.

Task 2: Each student shows his/her picture and make question: *What is he/she doing?*

#### **Lesson 4: PREPOSITION**

Task : Ask the students to work in pair to note down all prepositions they have known and put them into three groups

<b>PREPOSITION OF TIME</b>	<b>PREPOSITION OF PLACE</b>	<b>PREPOSITION OF MOVEMENT</b>
In	Under	To
On	Over	Up
.....	...	.....

#### **III.4.4. Quality homework**

One regular activity that teachers should apply is assigning the students quality homework to reflect how well they have understood the lessons.

For instance, after teaching the Simple Present the teachers ask their students to write a typical day of a famous person they admire.

Besides, creating a portfolio themselves is also a good effect. This not only helps teachers check students's homework but also gives the students a great opportunity to review their works.

#### **III.4.5. Evaluate the out-of class works and provide weekly feedback**

Teachers evaluate the out-of class work in a motivating way:

- marks
- reward (gift, fake-money, student of the week, month, semester)
- comments and compliments
- punishment

### **PART III CONCLUSION**

In summary, this research deals with the theories of the role of grammar, students' motivation, and the application of motivation in teaching grammar. It is carried out to investigate the application of motivation in teaching grammar with reference to the students of the first level in the Toeic course at Haiphong Private University.

To carry out the research, the authors use the methods of giving questionnaires to both teachers and students of Toeic level 1 course to understand their attitudes and opinions in using motivation in teaching grammar.

Most significantly, the research also gives suggestions of teaching techniques to teach nine grammatical units in the grammar textbook of Toeic level 1 in the Toeic course at Haiphong Private University.

The study has some limitation but, at least, it is a pilot study at our teaching experience and it has several implications that are possibly suitable for English teaching in general and English grammar teaching in particular.

The result or the aim of the study is that the application of motivation brings benefits to the teachers and the students in teaching and learning English, especially effectiveness of students' learning in grammar. This is also the researcher's wish to have suitable and interesting method in teaching grammar and help teachers and students at Haiphong Private University develop their ability in teaching and learning English. The researcher hopes it will be a small contribution to emphasize the importance and necessity of English, the language considered the international one at present.

In order to achieve effective results in teaching and learning English in general, English grammar in particular and make easy the process of using motivation in teaching grammar, it is very necessary to develop teachers' knowledge and teaching method. Therefore, teachers often need to improve themselves by studying materials, learning the colleagues' experience, joining the training courses of English teaching

method, etc. Teaching materials also should be chosen carefully to be suitable to students' level and practical situation. Most importantly, teaching and learning English need to be supported by audio-visual facilities to inspire the students' demands.

For better research on grammar teaching, more studies approached from actual activities and techniques should be conducted on different type of learners at various levels, such as the application of motivation in teaching grammar with reference to students from level 2 to level 5 in the Toeic course of Haiphong Private University. It is suggested that more interesting techniques should be created and studied to be used in teaching English grammar.

Due to limitation of time and knowledge, this research inevitably has certain shortcomings. The choice of using motivating activities may have subjective effects from the authors. Thus, the matter of using motivation should be studied and applied more widely among all levels of Toeic classes to see its further effects.

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