IS TEACHER EDUCATION MAKING AN IMPACT ON TESL TEACHER TRAINEES' BELIEFS AND PRACTICES OF GRAMMAR TEACHING?

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Introduction

Perspectives on the place of grammar in language learning have changed over the years. In the early twentieth century, the structural view of language prevailed and this is characterised by the belief that "learning a language entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence" (Richards & Rodgers 1986:49). In other words, learners construct the whole language from learning parts of the language, much like constructing a house from bricks. The goal of language learning is linguistic competency. Methods of language instruction based on the structuralist and behaviourist views include the audiolingual method in the 1950s, grammar translation and the situational syllabus (see Richards & Rodgers 1986).

The adequacy of linguistic competency, however, came under question when learners had grammatical knowledge but were unable to communicate in the language (see also Kolln & Hancock 2005). It became apparent that the structural view of language was "not sufficient on its own to account for how language is used as a means of communication" (Littlewood 1981:1). In the late 1960s, the functional view of language gained prominence. This led to the emergence of the communicative approach to language teaching which stresses the "communicative ends of learning" rather than the "structural means of teaching" (Widdowson 1990:159). The elements of the communicative approach highlighted by Widdowson include getting learners to do things with language, and defining the content of a language course in terms of communicative functions which such forms are used to express. Widdowson stressed the importance of a learner-centred methodology to enable learners to put the language to communicative use.

In fact, there is a strong form and a weak form of the communicative approach. While the strong version, also referred to as the "deep-end approach" (Thornbury 1999:18), takes the experiential view of learning where grammatical knowledge is acquired unconsciously, the weak version or the "shallow-end approach" (Thornbury 1999:18) stresses the importance of providing learners with "opportunities to use their English for communicative purposes" (Howatt 1984:279). It is the weak version of the communicative approach that allows for teaching of grammar in context.

English language teaching in Malaysia

The changing trends in language teaching have been reflected in the language syllabi used in secondary schools in Malaysia. In the 1970s, the Structural Syllabus was used for Forms 1, 2 and 3 (Ministry of Education of Malaysia 1973; 1975a; 1976). In 1975, the Communicative Syllabus for Forms 4 and 5 (Ministry of Education of Malaysia 1975b) was introduced to provide secondary school students with opportunities to use the language for various functions (e.g., relaying messages and giving instructions) with the assumption that they have acquired adequate grammatical knowledge to use it. Although sample lesson plans in the Communicative Syllabus contain references to relevant grammatical structures, textbooks generally de-emphasised explicit teaching of grammar. The lack of focus on form was not well-received. This led to the conceptualisation of the Integrated Secondary School Curriculum English Language Secondary School Syllabus (Ministry of Education of Malaysia 1990) which stresses the integration of language content with language skills. Unlike the Communicative Syllabus where teaching of grammar is covert, the 'Integrated' Syllabus encouraged the overt teaching of 'grammar in context'.

The 'Integrated' Syllabus is based on the communicative approach. Elements of the communicative approach which are listed in the preface of the syllabus entitled 'Important Considerations for Teaching' include learner-centredness and the stress on teaching-learning activities where 'learners must be given every opportunity to take part in activities that require them to use the language they have learnt' (see Ministry of Education Malaysia 2003, p. 5). The resurgence of the explicit teaching of grammar

(but in context) in the 'Integrated' Syllabus is in line with a communicative methodology defined by Brumfit (1979: 188-189) where learners could be given subsequent teaching of a traditional form to stretch their linguistic capabilities to perform given communicative tasks. It is the weak version of the communicative language teaching (learning to use language as opposed to using the language to learn it) which underlies the 'Integrated' Syllabus.

The 'Integrated' Syllabus is structured by themes or topics, and learning outcomes in the form of skills for interpersonal, informational and aesthetic use. The main emphasis is the integration of the four language skills (listening, speaking, reading, and writing) with the language content (sound system, grammar and vocabulary). The integration allows a focus on the communicative output as well as the language resources used to achieve the output. For example, for the topic on the description of people such as well-known personalities and their achievements, the use of adjectives is relevant for producing good descriptions. The context for the teaching of adjectives is the descriptions of various prominent people, and a focus on the meaning of the texts precede a form focus so that students understand how the grammatical feature in question is relevant for the purpose of the text and learn how to use it appropriately.

However, since words related to the topics are listed in the section for 'Vocabulary' and the sections for 'Sound System' and 'Grammar' consist of lists of sounds and grammar items, the syllabus is not self-explanatory as to how grammar is to be taught in context. The Curriculum Development Centre found it necessary to conduct training sessions throughout the country in the early 1990s to ensure that the syllabus was implemented as intended. Teacher educators at colleges and universities did their part through their language methodology courses. But how far does the change in language syllabus affect classroom realities?

Research on teachers' beliefs and practices of grammar teaching in relation to the 'Integrated' Syllabus revealed that secondary school teachers were generally not able to grasp how language skills could be integrated with the language content. Pillay's (1995) case study of the implementation of the 'Integrated' Syllabus in five Malaysian secondary schools revealed that teachers discussed the teaching of the syllabus in terms of teaching the topic instead of teaching the skills. … The teachers appear to be unclear of the role of grammar in the new curriculum and also reveal a lack of understanding of how grammar is to be integrated into the English lesson. (Pillay & North 1997)

The participants in this study were not comfortable with having "nothing concrete" to teach for grammar and even highlighted the mismatch between the textbooks and the Form 3 examination that still tests language forms and functions which are not stressed in the textbook (Pillay & North 1997). There seems to be the notion that there is no place for the teaching of grammar in the 'Integrated' Syllabus, whilst the Syllabus requires explicit teaching of grammar. How these two messages could be reconciled is less understood.

Pillay's findings were supported by Asraf's (1996) survey on the perceptions of 419 secondary school English teachers in the Selangor state towards the different aspects of the 'Integrated' Syllabus. Asraf found that 96% of the teachers were of the view that it is important for students to learn grammar as it is a fundamental aspect of language. As many as 92% of the teachers felt that it is sometimes necessary to spend an entire period on grammar, and only a relatively low percentage (31%) felt that grammar should be taught in context. In short, the teachers in Asraf's study were in favour of traditional grammar instruction.

Similar findings were obtained by Farrell and Lim (2005) in their qualitative case study of beliefs and actual classroom practices of two experienced English language teachers in a primary school in Singapore. These teachers reported that they prefer the deductive approach because it is less time-consuming and brings about accurate language use. If the teachers had been exposed to alternative approaches in the teaching of grammar during their teacher education programme, the new ideas were not showing up in their classroom practices.

O'Sullivan (1999) and Chung (2006) found that the "rules, examples and exercises" approach in textbooks could be reinforcing the notion that this is the only and the best way to teach grammar. Chung pointed out that the "text-book" syllabus is not consistent with the communicative approach which underlies the 'Integrated' Syllabus. The textbook evidence supports existing empirical studies on the essence of the 'Integrated' Syllabus being not effectively captured by practitioners in the field. There is a need to examine the impact of language teacher education programmes on the approach that teachers take to teaching grammar.

Purpose of the Study

This study investigated the beliefs and practices of TESL teacher trainees about grammar and grammar teaching at different stages of the teacher education programme.

Participants

The study focussed on a cross-section of TESL trainees at various junctures of the teacher education programme, instead of teachers in school, in order to monitor the influence of the teacher education programme on the views and practices of teaching grammar. The participants comprised 62 second-year and 21 third-year pre-service trainees who are in the 4-year degree programme, and 14 third-year in-service TESL trainees in the final year of the 3-year TESL degree programme (see Notes 1 and 2 for further information on the two groups of participants). At the time of the study, the second-year trainees were taking courses in TESL methodology and techniques in the teaching of listening and speaking whereas the third-year trainees had taken almost all the methodology courses and had completed their 3-month teaching practicum. The participants' band scores of three and above (out of 6) in the Malaysian University English Test placed them as academic users of the language.

Results and Discussion

TESL trainees' beliefs about grammar and grammar teaching

A 20-item 4-point Likert scale questionnaire, formulated with reference to Celce-Murcia and Hilles (1988), was used to find out about participants' views of language and the importance of grammar in relation to language skills, as well as their preference for deductive or inductive approaches to teaching grammar (see Table 1). Despite this questionnaire being not a standardised instrument for measuring teacher beliefs, it was useful in unravelling the beliefs that might influence grammar teaching practices.

A total of 91 questionnaires were returned (56 second-year and 21 third-year pre-service and 14 in-service third-year TESL trainees). Table 1 shows the questionnaire results on the 91 TESL trainees' beliefs about grammar and grammar teaching. For ease of interpretation, only the figures for the combined "agree" and "strongly agree" responses are shown.

The results for Items 1 to 7 show that the third-year in-service TESL trainees have the greatest tendency to hold on to the structural view of language and the deductive approach to teaching grammar. Statements considered to be expression of beliefs aligned to the structural view of language are 'grammar is all about language structures' (Item 1, 92.9%), direct teaching of grammar rules (Item 3, 71.4%), and presentation of grammatical items in a specific order (Item 5, 78.6%). The goal of achieving grammatical accuracy in language learning which is associated with the structural view are 'immediate error correction' (Item 2, 78.6%) and 'listening to the teacher explain grammatical rules helps students improve accuracy' (Item 4, 78.6%). However, only 42.9% of the in-service teacher trainees reported having beliefs linked to the behaviourist learning of language, that is, use of 'drills and practice' (Item 6) and 'memorisation of grammar rules' (Item 7) as means to attain grammatical accuracy.

Compared to the in-service group, the third year pre-service TESL trainees were less inclined towards the traditional view of teaching grammar as their responses to the 7 items in this category ranged from 33.3% to 66.7% only (see Table 1). The second year pre-service group, on the other hand, reported levels of agreement which placed them between the third-year in-service group and the third-year pre-service group, with the exception of three items. For Items 2 and 6 on the benefit of immediate error correction and drills, almost all the trainees (94.6%) in the second year pre-service group were in agreement but for Item 5 on the need to teach grammatical items in a specific order, only 28.5% were in agreement.

On the basis of the participants' responses to items pertaining to the structural view of language, it can be surmised that the third-year in-service group was most prone to adopting the traditional deductive approach to the teaching of grammar, followed by the second-year pre-service group and finally the third-year pre-service group. The group which showed clear signs of shedding the traditional beliefs of grammar teaching is the third-year pre-service trainees, and this could be the result of being in the language teacher education programme longer when compared to their juniors in the second year as well as of embarking on the training without the influence of previous teaching experiences when compared to the in-service group.

Next, we move on to items in the questionnaire dealing with the functional view of language, and the covert and overt inductive teaching of grammar. The aspects that more than 80% of the participants in any group were in agreement with included the importance of

'meaningful communication in grammar lessons' (Item 9), 'application of grammar rules in different contexts' (Item 10), provision of 'authentic, contextual examples of the targeted rules' at the start of the lesson (Item 11) and 'teacher's guidance to discover how grammatical structures are used to make different meanings' (Item 13). In other words, most of the teacher trainees believed in the overt inductive teaching of grammar and that grammar is learnt not so much for grammatical accuracy but for meaningful communication. Relatively fewer trainees, in the range of 50% to 78.6%, support the covert inductive teaching of grammar (Items 12 and 14), possibly due to their own experience of learning English in a second language environment where they encountered difficulties figuring out grammar rules on their own without their teachers' help.

The extreme view that grammatical correctness is not important to the message is held by 50% of the in-service trainees, and 23% and 30% of the third-year and second-year pre-service trainees respectively. Lack of recognition of the importance of grammar in the negotiation of meanings could explain the limited attention given to grammar by some trainees during the teaching practicum, as will be elaborated in a subsequent section of the results. Generally, the three groups of participants expressed beliefs in support of the teaching of grammar in meaningful contexts. This is a good sign but it is their reported beliefs on the structural view of language which is more telling when the beliefs are matched with their classroom practices of teaching grammar.

For Items 15 to 20 on the place of grammar in language teaching, more than 85% of the trainees in each group asserted that grammar is important and has to be taught, but they disagreed with giving more focus to grammar than language skills or allocating separate lessons to teach grammar. These views reflect the spirit of the 'Integrated' Syllabus. It is probable that the participants could have been primed to agree with these items because these two parts of the questionnaire were formulated using words frequently used during the teacher education programme, and they knew that these were the socially desirable responses sought by the teacher educator conducting the study. Having said this, it is equally likely for the teacher trainees to have been told that the structural approach to language and grammar teaching was no longer applicable in the 'Integrated' Syllabus. Yet many, with the exception of the third-year pre-service group, were inclined to agree with most items in the section on the structural view of language – suggesting that it is not easy to shed

beliefs which were possibly reinforced through the way they were taught by their teachers trained in the old school of thought. Next, we examine the grammar teaching practices of the three groups of teacher trainees.

TESL trainees' practices of teaching grammar

In addition to data from the questionnaire, further data from some trainers' practicum was also obtained to enrich the findings.

1. Teaching of grammar during teaching practicum

Data on the actual teaching of grammar in classroom situations for the third-year group (both pre-service and in-service trainees) were obtained from the teaching practicum lesson plans. Only 11 were willing to part with their lesson plans (7 pre-service and 4 in-service trainees). Some of the trainees were not on campus anymore, many had taken their portfolio home, and others felt sensitive about providing their lesson plans for scrutiny. Out of the 372 lesson plans collected from 11 TESL trainees, only 13% (n=49) contained grammar teaching of some form (see Table 2). Ten of the trainees taught grammar at some point during the teaching practicum, only one in-service trainee did not.

The number of trainees who submitted lesson plans for analysis is small but there is an indication of versatility in approaches for teaching grammar among the pre-service trainees, as 5 out of 7 of them used both inductive and deductive approaches. Pre-service Trainee B used only the inductive approach whereas Pre-service Trainee E used only the deductive approach. For the 4 in-service trainees, one used both approaches, one adopted the deductive approach and one did not explicitly teach grammar. Generally, the deductive approach is more popular among the trainees (73% of the 49 grammar lessons). Appendix 1 contains extracts from two lesson plans, one showing the typical deductive approach and the second showing elements of teaching grammar in context.

2. Micro-teaching of grammar

A snapshot of the 62 second-year trainees' teaching of grammar was obtained from their micro-teaching in an Educational Technology course. The trainees were specifically asked to teach assigned grammar items from the 'Integrated' Syllabus (Ministry of Education of Malaysia 2003) in context with the help of PowerPoint presentation slides. Trainees were also

graded on their design of their audio-visual aids but for this study, only their marks for the ability to teach grammar in context were analysed. For example, if the trainees started with the grammar rule and proceeded to explicate it with the help of examples and provided subsequent grammar practice in the form of transformation drills, they were considered not able to teach grammar in context. However, if they were able to use a text for comprehension and then extract grammatical structures relevant to the purpose of the text to teach, and refer to the text to obtain the context for the meanings and the use of the grammatical structure in question, I regarded this as a demonstration of the ability to teach grammar in context and awarded marks accordingly for the use of an approach that was in line with the 'Integrated' Syllabus used in Malaysian secondary schools.

The analysis of the 62 second-year pre-service TESL trainees' micro teaching of grammar in pairs showed that the scores of the 31 pairs ranged from 1 to 12, and the average was 5. Only 5 pairs (2, 19, 21, 23, 29) scored more than 10 out of 15 marks for pedagogy, indicating the general lack of ability to teach grammar in context.

Two pairs (19 and 29) seemed to have grasped the concept of teaching grammar in context well. For example, Pair 19 who were assigned to teach prepositions of place and direction began by introducing the objectives of the lesson (see Appendix 2 for PowerPoint presentation slides). Then they showed a reading text about a robbery at Luigi's Jewelry and told students to read it silently before getting them to answer several comprehension questions about the text. Subsequently students were asked to identify words used to describe the location of the places. The same text was shown again but with all the prepositions blanked out. Students were then given the chance to fill in the blanks in the reading text with appropriate prepositions. Using examples from the text, Pair 19 explained when and how to use prepositions of place and direction (e.g., Rose's Flowers is situated <u>behind</u> the Hotel Miramir). For grammar practice, students were shown a pictorial map of part of a town and asked to describe directions to several places in town for someone who was new to town – an authentic task which necessitated the use of prepositions for the communicative purpose to be effectively achieved.

The prepositions were not new to the teacher trainees who were mock students during the micro-teaching and they did not need to rely on the co-text to deduce the meaning of the

grammatical items. However, the ability to move from a meaning-focus to a form-focus, and ultimately to a meaning –and-form focus in the oral or written output at the end of the unit shows the ability to use the context to situate the meaning of the selected grammatical feature and to teach how meaning might change with the use of closely associated grammatical features. For instance, if the focus were on the use of past tense in reports, it is relevant to talk about how the meanings change with the use of present prefect and past perfect tenses.

Five out of 31 pairs (3, 6, 14, 20, 25) gave the appearance of teaching grammar in context by showing a text containing the grammar item that they were assigned to teach and promptly slipped into the traditional mode of teaching grammar. As an example, Pair 14 who was assigned to teach the modals *may* and *might* specified the objectives of the lesson as (1) recognition of the functions of modals *may* and *might*; and (2) distinguishing the usage of these two modals in appropriate context (See Appendix 3). Opportunity for students to use the modals in a communicative task could have been included. Aside from this, the dialogue incorporating the use of modals was not used as a context for bringing out the different functions of the modals. Instead immediately after this, Pair 14 proceeded to explain the forms and patterns of modal auxiliaries in general before explaining the rules for the use of *may* to show future possibility, give permission, refuse permission or express prohibition, and express a wish or a desire – each of which was illustrated with sample sentences. The functions of might were explained in a similar manner. The practice took the form of 10 sentences with gaps for the appropriate modal to be filled in. Without adequate situational clues, it was at times rather difficult to determine whether *may* or *might* was appropriate. A better alternative would have been to use a dialogue similar to that shown at the beginning of the lesson so that the situation provided contextual cues for students to make informed guesses.

In fact, a majority of the trainees used the deductive approach to teach grammar. A total of 23 pairs obtained less than 5 out of 15 marks, indicating failure to teach grammar in context as specified in the micro-teaching assignment. For example, Pair 10 started by defining regular and irregular verbs, and explained how these verbs are constructed from the base form and the past participle with the help of examples (see Appendix 4). The lesson ended with a verb classification exercise which merely required identification skills.

Students were not provided with opportunities to use the regular and irregular verbs in context.

Observations during the micro-teaching uncovered the common assumption that explanation of grammatical rules alone was adequate for students to understand how to use the structure in question. This could explain why the second-year pre-service trainees reported beliefs that were aligned to deductive approaches in teaching grammar in the questionnaire. Based on my experience of teaching this group (various TESL courses) for three consecutive semesters, it is apparent that many of them did not have adequate declarative knowledge of grammar and the metalanguage to effectively explain how subtleties of meaning are conveyed by various grammar forms. This second-year group had two and a half more years to go in the TESL training. Whether or not the courses in the teacher education programme succeed in liberating their beliefs and classroom practices to the level comparable with the third-year pre-service group remains to be seen in their teaching practicum.

Conclusion

This exploratory case study investigated the beliefs and practices of grammar teaching of TESL trainees in a tertiary institution in Malaysia. The findings revealed that whether or not trainees teach grammar in context depends on whether they have discarded the structural view of language and traditional views of teaching grammar, not whether they believe in the importance of meaningful communication. Pre-service TESL trainees further along in the teacher education programme are more likely to adopt newer pedagogies for teaching grammar but the in-service trainees are resistant to change. The findings suggest that exposure to and training in communicative language teaching during the process of teacher education may not be adequate to bring about change in classroom practice, and teaching experience, instead of being an aid, can obstruct uptake of new ideas in teaching. Further research using the longitudinal method is needed to discover catalysts for change in the beliefs and practices of TESL trainees in grammar teaching to bring about more effective language teacher education.

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APPENDICES

TABLE 1. TESL trainees' beliefs about grammar and grammar teaching

		Pre-service III (n=21) %	In-service III (n=14) %	Pre-service II (n=56) %
	Structural View of Language			
1.	Grammar is all about language structures.	66.7	92.9	75.0
2.	It is best for students' grammatical errors to be pointed out and corrected the moment the errors are made.	66.7	78.6	94.6
3.	Students should be taught grammar rules directly with the teacher giving providing explanations of how grammatical structures are used.	57.1	71.4	67.8
4.	Listening to the teacher explain grammatical rules helps students improve accuracy.	52.4	78.6	73.2
5.	Students should be presented with grammatical items in a specific order.	38.1	78.6	28.5
6.	Improvement in grammatical accuracy is a direct result of drills and practice.	57.1	42.9	94.6
7.	Students need to memorise grammar rules in order to be good at grammar.	33.3	42.9	35.7
	Functional View of Language			
8.	Grammar is all about conveying the message; the correctness of structures used is not really important.	23.4	50.0	30.3
9.	Grammar lessons should have the students engaged in meaningful communication with each other and with the teacher.	100.0	85.7	98.2
10.	Students need to know how to apply grammar rules in different contexts (both oral and written).	90.5	92.9	100
11.	Students should be given authentic, contextual examples of the targeted rules at the start of the lesson.	81.0	92.9	94.6
12.	Students should figure out grammar rules on their own by comparing contextual examples of the rules.	62.0	78.6	73.2
13.	Students should be guided by their teacher to discover how various grammatical structures are used to make different meanings.	100	100	96.4
14.	Grammar need not be taught directly as students can pick it up by themselves with adequate	61.9	50.0	60.7

exposure to good samples of the language.

General

15.	Grammar is important and has to be taught.	90.5	85.7	98.2
16.	Grammar is best taught on its own in a separate lesson.	9.5	42.9	30.3
17.	More focus should be given to grammar compared to language skills.	19.0	42.9	17.8
18.	Grammar should be integrated with language skills.	100.0	92.9	98.2
19.	It is better for students to work together on tasks when learning grammar.	85.7	78.6	91.0
20.	Usage of grammatical terminology should be avoided in class.	47.6	35.7	46.4

TABLE 2. Third-year TESL trainees' lesson plans with grammar teaching during teaching practicum

TESL trainees	Grammar lessons	Proportion of grammar lessons
Pre-service A	2 inductive, 1 deductive	3 of 22
Pre-service B	1 inductive	1 of 16
Pre-service C	3 inductive, 4 deductive	7 of 57
Pre-service D	2 inductive, 10 deductive	12 of 53
Pre-service E	5 deductive	5 of 36
Pre-service F	2 inductive, 6 deductive	8 of 46
Pre-service G	2 inductive, 1 deductive	3 of 10
Sub-total	12 inductive, 27 deductive	39 of 240
In-service A	3 deductive	3 of 31
In-service B	1 inductive, 1 deductive	2 of 28
In-service C	5 deductive	5 of 40
In-service D	None	0 of 33
Sub-total	1 inductive, 9 deductive	10 of 132
Total	**13 inductive, 36 deductive**	**49 of 372**

APPENDIX 1 - Activities for teaching of grammar in the teaching practicum lesson plans
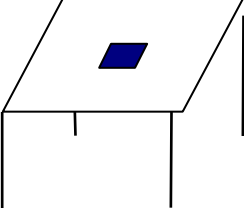
A. Teaching grammar in context
1. Teacher shows an egg to the class and asks students how to boil it.
2. Teacher explains to the students how to use linking words correctly by giving some examples orally and in written form.
   Example:
   Firstly, boil 2 litres of water.
   Then, put 2 eggs in the water.
   Next, wait for 2 minutes until the water simmers.
   Lastly, serve the eggs.
3. Teacher asks the students to follow the oral instructions given.
4. Then teacher asks students to rearrange the written instructions for a similar situation, the boiling of potatoes.

B. Traditional teaching of grammar
1. Teacher explains Past Tense and how they can be changed into Present Perfect Tense. Teacher uses the words 'has' and 'have' to explain.
2. Teacher uses a simple diagram. Teacher makes a few sentences which express actions completed in the past.
   Example:
   Tina went to the hospital.
   John washed the car.
   They watched the show.
3. Teacher explains how to change the sentences to Present Perfect Tense using 'just' and 'already'.
   Example:
   Tina has <u>just</u> gone to the hospital.
   They have <u>already</u> watched the show.
4. Teacher tells students to make some sentences and change them to the Present Perfect

Tense.

APPENDIX 2 – PowerPoint slides for teaching prepositions in context during micro-teaching of the second year pre-service TESL trainees

1.	2.
PREPOSITION OF PLACE AND DIRECTION	Specific objectives. At the end of the lesson, students should be able to: • describe specific locations in a map or diagram using appropriate prepositions of place and direction. • give appropriate directions using prepositions of place and direction.
3. Read the text and tell me what it is about. **<u>A robbery</u>** There was a robbery at Luigi's Jewelry which is situated next to Sue's Dresses and in front of Grand Toys Store. One of the eye-witnesses ran to make a police report. He ran along Poplar Avenue to reach Police Station. He walked pass the Public Library which is situated next to Dr. Sebel Dentist and A-7 Dry Cleaner. Luckily, on his way he met a policeman who was walking in front of Rose's Flowers which is situated behind Hotel Miramir.	4. Based on the text given, can you identify words that are used to describe location of the places in the text (for example, Luigi's Jewelry)? **Think!** Did you manage to identify all of them? Are there any similarities between those words? **Think!**
5. What will happen if all the words are not in the text? Can you identify the location of the places?	6. **Prepositions of place and direction.** The words used show <u>how things</u>

How would you tell others where the places are?	<u>relate to each other in place and direction</u>. Therefore those words are called <u>prepositions of place and direction</u>. Example: Where? • Rose's Flowers is situated behind the Hotel Miramir. • The Public Library is situated next to Dr. Sebel Dentist.
7. Let's say, you're given this… • The book is under the table. Is the explanation of the picture correct? Is the book placed <u>under</u> the table?	8. It's wrong!! When you change the preposition, the meaning will also change. **Remember!**
9. **Preposition of place and direction.** Here are other examples on how prepositions of directions are used. • He ran <u>along</u> Poplar Avenue. • Luigi's Jewelry is situated <u>next to</u> Sue's Dresses. • He walked <u>in front of</u> the library.	10. **Preposition of place and direction.** If we want to follow a preposition with an action word, we must add the "ing" to the action word. Example: The eye-witness shouted before <u>running</u>. He's good at <u>writing</u>.
11. Now that you know the words are prepositions of place and direction, how do you use them?	12. **Preposition of place and direction – Summing Up** • Prepositions of place and direction relate things together in terms of place and direction. • It the preposition is

	followed by an action word (verb), "ing" should be added to it.
13. **Preposition of place and direction.** <u>Exercise</u> 1. Chan is making his way to The Dutch Touch Café that is located _____ Hotel Miramir. 2. Later, Chan will go to Ma's Hardware which is situated _____ Joe's Beauty Salon and in _____ of Mike's Deli and The Dutch Touch Café. 3. Finally, Chan will stop over at Bun Chef Bakery which is located _____ Grand Toy's Store because John has told him that the cakes there taste great.	14. Chan is new in town and needs your help. 1. What landmarks can I find along the Elm Avenue? 2. How can I get from Bank of Montreal to Ria's Milk Store? 3. Where is Joe's beauty salon?

APPENDIX 3 – PowerPoint slides showing an attempt at teaching grammar in context in the micro-teaching of second year pre-service TESL trainees

1. **Modals -*may, might*** Specific Objectives: At the end of the lesson, students should be able to: • Recognise the modals *may, might* • Distinguish the usage of two modals in appropriate context.	2. Dina: I'll have great memories of this trip, won't you? Faris and Ana: Yes. Dina: What's the first thing you'll do when you get home? Faris: I'll take a good, long, hot shower. Ana: I might take a nap. Azlan: I may order a pizza. Ana: I think I'll make a huge homemade dinner. Come over and join me. Azlan: I think I may do that!
3. **Forms and patterns** • Known as modal auxiliaries – help to explain verb. • More formal than 'can' • Have no contraction for negative forms – mayn't or mightn't • Modals are followed immediately by the simple form of a verb; they do not take –s or –ed • For example, I may visit you tomorrow.	4. **MAY** Pointers: • To show future possibility: a) Asking permission May I come in? May I sit on this chair? May I borrow a few of your records, please?
5. b) Giving permission You may sit down over there. You may put your belongings on that table. You may submit the form after 2 p.m.	6. c) Refusing permission or expressing prohibition May I leave now? No, you may not. Visitors may not touch the exhibits. You may not enter the security area without authorisation.
7. d) Expressing a wish or a desire May you have a pleasant journey.	8. **MIGHT** Pointers: a) express possibility. It refers

May you always be happy. You may win a first prize!	to either past, present or future. However, the possibility is weaker than 'may' Past tense: She said that she might come to the seminar. He told me that he might not be able to attend the meeting.
9. Present tense: Certain people might disagree with this. Here is my address. I might not see you again for a long time. Future tense: I might come to your party if I have the time tomorrow. Who might not go to the camp?	10. b) show a casual request or mild command You might direct me to the place. Since you are free, you might lend me a hand with this work.
11. **MAY & MIGHT** Both can be used in 3 conditions: a) to express conditional sentences If he shouts, you may gag him. I might take you along if you behave yourself.	12. b) to express purpose and concession Purpose: He may be young but he is very business-minded. Concession: We left the windows open so that fresh air might come into the room.
13. c) used with the perfect infinitive to express doubt about the possibility. 'might' is used to express a greater doubt than 'may' She is not here, she may have	14. **SUM UP** • both modals are used to show possibility. • negative forms cannot appear as a contraction such as mayn't or mightn't.

gone to Dina's house. He might have sold the house but I have not heard anything about the sale.	• In yes/no question, modals come before the subject. For e.g, "May I come in?" • In information questions, modals come after the question word, For e.g, "Who might not go?"
15. **YOU TRY!** Example: 1. You need to use a friend's dictionary. May I use your dictionary? 2. An old lady needs help with her heavy suitcase. May I help you? 3. You are not sure whether you can go to the bookstore with him or not. I might go with you if I have the time.	**16.** Put 'may' or 'might' or the negative forms. 1. That little girl _____ look very frail, but she is very lively. 2. We have a few minutes left; we _____ still be able to catch the plane. 3. He can't find his key. He _____ have dropped it while he was taking out his handkerchief.
17. 4. They _____ visit us because they are too busy. 5. He _____ listen to what you say at first, but if you persist he _____ give in.	**18.** 6. I _____ come to the office tomorrow. You _____ do some of the correspondence for me. 7. She _____ come here while you are studying.

APPENDIX 4 – PowerPoint slides showing the deductive teaching of grammar in the micro-teaching of second year pre-service TESL trainees

1. **Regular and irregular verbs-especially in relation to use of present and past perfect tense**	2. **Specific objectives** Students should be able to: 1. differentiate regular and irregular verbs. 2. use the correct regular and irregular verbs in present and past perfect tense sentences.
3. **Regular verb** • past tense and past participle are formed by adding a *-d* or an *-ed* to the end of the verb. • verb + *(-d/-ed)*	4. Base Form / Past Participle table: | Base Form	Past Participle | |---|---| | Walk | Walk*ed* | | Wait | Wait*ed* | | Join | Join*ed* | | Die | Di*ed* | | Use | Us*ed* | **** Can you think of other examples?***
5. **Irregular verb** • there is no set pattern • basically, verbs that are not following regular verb rules are called irregular verbs	6. | Base Form	Past Participle | |---|---| | Dream | Dreamt | | Eat | Eaten | | Cut | Cut | | Feed | Fed | | Make | Made |
7. **How about these verbs?** Write➜? Speak➜? Dig➜? You can refer to the dictionary	8. **Perfect Tense** have/has + past participle = **Present perfect tense** had + past participle = **Past perfect tense**

9.

I (have visited) Waterfront

Have + visited = Present perfect tense

10.

I (had seen) the KL Tower

Had + seen = Past perfect tense

11.

Exercise 1

Classify these sentences into regular (R) or irregular (IR) based on its verb.

1. We have started the meeting.
2. He had gone to school.
3. I had bought a new handphone.
4. We have lived here since 1986.
5. The farmer had sold his farm.

12.

6. My mother has baked a cake for me.
7. Lily had won the first prize in the essay writing competition.
8. They have misunderstood my message.
9. He had watched the movie.
10. I had written a love letter to her.

13.

Answers for Exercise 1

1. R	6. R
2. IR	7. IR
3. IR	8. IR
4. R	9. R
5. IR	10. IR

14.

How many did you get correct?

16.

Exercise 2

17.

6. I have _____ (get) a new

Fill in the blanks.

1. The right tire _____ (blow) about ten seconds after the left tire had _____(tear).
2. Joe has _____ (repair) his sister's bike.
3. Who has Nathalie _____ (phone)?

computer.

7. Has Tom _____ (find) his pen yet?
8. She has _____ (read) the novel.
9. Have you ever _____ (be) to Kedah?
10. My father has _____ (cut) my allowance for this month.

18.

<u>Answers for Exercise 2</u>

1. blown, torn
2. repaired
3. phoned
4. got
5. found
6. read
7. been
8. cut

19.

Sum up

	Present Perfect Tense	Past Perfect Tense
Regular	Have/ has visited	Had visited
Irregular	Have/ has eaten	Had eaten

Notes:

[1]In-service teacher trainees. These trainees are practising teachers with diploma certification, often from primary school, who attend the 3-year TESL teacher education degree programme for upgrading of their qualification to a degree level so that they can teach English in secondary school. One of the groups of participants in this study consists of third-year in-service teacher trainees.

[2]Pre-service teacher trainees. These trainees enter the TESL teacher education programme after their matriculation or Form 6 (equivalent to 'A' level). The content of the degree programme is the same as that of the in-service teacher trainees but it is spread over four years instead of three years in the university where the study was conducted. In this study, there were two pre-service teacher trainee groups: the second-year group; and the third-year group who participated in the teaching practicum.