

## What goes on in an English Classroom: A Look at How Grammar is Taught

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### Abstract

This paper aims to discover what is taught in the high school grammar classes in one of the girls' exclusive schools in the Philippines. Specifically, this study also wants to know whether grammar is taught in a prescriptive or descriptive way. There is a strong evidence that discrete-point analysis is used in the teaching of grammar and that in this particular English class and school, the prescriptive approach or the traditional way is still employed.

**Keywords:** Grammar, language teaching, grammar lessons, English classroom

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### Introduction

The question what needs to be learned by language acquirers always solicits an easy answer: they need to learn the grammar of the target language. This, in turn, raises another question: how is grammar taught? Language teaching across the years have seen the coming and going of language-teaching trends from the rise of 'scientific' oral approaches at the beginning of the 20th century (Brown, 2006) to the elaboration of what has come to be called communicative language teaching or CLT (Savignon, 2006). Albert Marckwardt (1972 in Brown, 2006) aptly saw these "changing winds and shifting sands as a cyclical pattern in which a new method emerged about every quarter of a century" (p.1). In a sense, the approaches as well as the methodologies of language teaching across cultures and boundaries undergo changes, re-inventing, and rehashing.

Language teaching in the Philippine secondary education is synonymous to grammar and the teaching of literature of various countries/continents. It is a common observation that in the elementary and secondary levels of the Philippine educational system, the teaching of grammar is the bulk of the instruction, if not the focus. English teachers from both the private and public educational systems would unanimously answer 'grammar' when asked what they teach in their English classes. "Grammar," according to Kaplan (1995), "means the rules governing how a language is supposed to be used" (p.1). This view, as Kaplan (1995) expounded, is prescriptive in a sense because grammar is viewed as "a set of rigid prescriptions focusing on error correction" (p. xi). Prescriptive grammatical rules are phrased as prohibitions which have to do with sentence structure: Do not split an infinitive, as in *to honestly admit*; and Do not begin nor end a sentence with a preposition, as in *Who did she speak with?* Other prescriptive rules deal with uses of particular types of words: Do not use a plural pronoun with a singular antecedent, as in *Anybody who has failing marks may find themselves not given priority slots during enrollment*; and do not use double negatives, as in *I don't see no more his errors*. Kaplan (1995) found it interesting that the prescriptivists would be alarmed over the changes happening in language and how it is used in the modern times (p. 2). He posited that this prescriptive concern stemmed from a false assumption that change often means change for the worse.

Radford (2004) defined grammar according to its traditional subdivisions: morphology (the study of how words are formed out of smaller units called morphemes) and syntax (the study of the way in which phrases and sentences are structured out of words). He seemed to agree with Kaplan (1995) when he stated that the teaching of syntax in the traditional sense is "described in terms of

taxonomy (i.e., classificatory lists) of the range of different types of syntactic structures found in the language” (p.1). Viewed from this perspective, Radford (2004) argued that each syntactic unit in a sentence belongs to a grammatical category and has a specific grammatical function. Hence, the role now of the learner as well as the teacher is to “identify each of the constituents in the sentence, and (for each constituent) to say what category it belongs to and what function it serves” (p. 1). The traditional approach to grammar, according to Radford (2004) would only *describe* the specific grammatical categories to which words/phrases/clauses are assigned to and not *explain* why certain constituents behave or mean the way they do given a different context. Like Kaplan (1995), Radford (2004) saw the inadequacy of this approach in learning a language for it failed to provide an explanation why a sentence is grammatical or ungrammatical.

The inadequacy of the prescriptive or traditional approach to grammar gave way to the descriptive or cognitive approach to studying a language (Kaplan, 1995; Radford, 2004) the aim of which, according to Kaplan, is “to describe the grammatical system of a language, that is, what speakers of the language unconsciously know, which enables them to speak and understand the language” (p. 3) and for Radford, adapting Chomsky’s cognitive approach to the study of grammar is “to determine what it is that native speakers *know* about their native language which enables them to speak and understand the language” (p. 6). Ultimately, Kaplan (1995) believes that:

the analysis of a language lies not in what prescriptivists prohibit but in what is: the language that people use all the time, the whole range of different varieties they use in their normal everyday lives, including the varieties they use in their most casual or intimate moments, as well as the varieties they use in their formal, careful speech and writing (p. 4).

Radford, likewise, posited that Chomsky’s Universal Grammar/UG theory is a theory which is universal, explanatory and constrained, and which provides *descriptively* adequate grammars which are minimally complex and hence learnable; thus, the birthing of the minimalist syntax (p. 25).

Given the two approaches in the teaching of grammar, this study aims to discover what is taught in the high school grammar classes. Specifically, this study also wants to know whether grammar is taught in a prescriptive or descriptive way.

## Method

### Data

This study employed a one-time audio recording of one of the four meetings of an English class in high school.

An examination of the course syllabus used for this class was likewise undertaken for validation purposes.

### Participants

A 30-year old female teacher who has been teaching English in the secondary level for the past ten years and is currently pursuing a master’s degree in Teaching English as a Second Language in one of the prestigious schools in Manila and her 40 female freshman high school students participated in this study. Most of these students were in their early teens (12-13 years old) and except for five students who were transferees from parochial schools, all graduated from the elementary department of the said school. It was presumed that most of them belong to the upper-middle to middle-class socio-economic brackets of the society and some would have English as their first language with Filipino as their second

language. All live within Metro Manila. The class usually meets four times a week for an hour to discuss grammar, particularly focused on verb tenses and conjunctions, Philippine Literature, writing of the various kinds of essays like expository and descriptive. Practice exercises on grammar, reading and writing are routinely done by the students.

### Procedure

The researcher solicited the help of one of her former colleagues who teaches English in an exclusive high school in Pasig, Philippines. The researcher requested her to audio tape one of her English classes particularly the session where grammar would be the topic/lesson for the day. The informed consent of the students was solicited prior to the recording. The teacher brought the cassette recorder to her class and placed it on her table beside her instructional materials. After 30 minutes, the recording was stopped. It was then given to the researcher who transcribed the proceedings. The first five minutes of the session was not transcribed to let the students “warm up” to the idea of being recorded and would eventually get accustomed to it and not be conscious of being recorded. No transcription notations were used.

### Results and Discussion

This study is not conclusive and does not intend to make or formulate any generalization nor assumptions about teaching of grammar in the secondary level. To get an accurate and complete picture of the way English is taught, particularly the teaching of grammar in Philippine contexts, more observation and intensive study must be done.

The data gathered and analyzed would seem to point to a particular approach used in the discussion or teaching of grammar. (See Appendix A for the complete transcription of the recording). The answers to the research questions posed at the beginning of this study are found in the following discussion:

### Audio-Recording

Based on Radford’s (2004) analysis/discussion about traditional grammar and its taxonomic characteristics, there seems to be strong evidence that grammar is taught using the prescriptive approach or traditional way in this particular English class. Consider the following exchange between the teacher and the student from [1 - 15]:

- 1 T: We talked about this already right We are just going to continue  
Alright so in your notes
- 2 Are notes that you have two kinds of conjunctions namely coordinating and
- 3 subordinating Right
- 4 S: Yes...
- 5 T: So, we had the definition of conjunctions already.
- 6 S: No.
- 7 T: I mean we have transitional devices.
- 8 S: Yes
- 9 T: So, conjunctions is a kind of a transitional device
- 10 Okay, so here’s the definition
- 11 A conjunction is a word used to connect other words or groups of  
words
- 12 That is the main purpose, okay
- 13 So the first kind, you have is already the coordinating conjunctions  
and the basic
- 14 examples are and for or yet but nor so
- 15 There you go...

It looks like the class learned about transitional devices prior to the discussion about conjunctions [7 and 9]. This affirms Radford's (2004) argument that "traditionally, one syntactic constituent belongs to a specific grammatical category and serves a specific grammatical function" (p. 1). In other words, the students' knowledge about conjunctions is anchored on their knowledge about transitional devices and that conjunctions are classified as grammatical categories under *transitional devices which serve to connect other words or groups of words* [9 - 12]. Notice too how the teacher quickly enumerates the different examples of conjunctions [14] without really *explaining* what these syntactic constituents do or how they behave in a given sentence/context. Take the case of the constituent *for* [22-29]:

- 22 T: Claudine, please use *for*  
 23 S: The pen is...  
 24 T: Com'on, complete it  
 25 S: The pen is *for*  
 26 T: picking your nose  
 27 Ss: (giggles)  
 28 T: Of course not Com'on What, I'm sorry? Louder, com'on  
 29 S: The thimble is used *for* protecting your middle finger

As argued by Radford (2004), little attention or discussion is given to explain that the constituent *for* behaves differently in different occasions (see Radford's discussion on *for* as a complementizer, 2004, pp. 54-55) and what was emphasized is simply the function of *for*; "known in more traditional work as a particular type of subordinating conjunctions" (p. 53).

In the succeeding segments, the same pattern is used—the teacher defines the type/kind of conjunction [44-47] by enumerating its examples:

- 44 T: So they always work in pairs  
 45 So examples  
 46 Both and, either or, neither nor, not only, but also,  
 47 There...

Then she asks the students to use each example in a sentence [32-40]:

- 32 T: Right or wrong I'll cooperate with Class number 20..Yet.. Ayun ~  
 33 S: She's weird yet she is funny.  
 34 T: 12 But  
 35 S: She wants to have high grades but she doesn't want to study.  
 36 T: Class number 28 Nor Anybody Ina nor \_\_\_ wants to go to school  
 Number 11  
 37 S: Zaila was hungry so she went to the canteen.  
 38 T: Alright...  
 39 Very Good  
 40 So these are the examples what you already gave them.

—without asking why or how they arrive at that answer confirming Radford's claim that "the primary goal of traditional grammar is *description* rather than *explanation*" (p. 6).

### Course Syllabus

An examination of the syllabus (see appendix B for the complete document) for this course revealed its over-all goal:

To develop the communicative competence of the First year students by striking a balance between fluency and accuracy. It is anchored on the latest developments in the field of language teaching, specifically linguistics and pedagogy. The prevailing theory concerning language as a means of communication and a service course to facilitate learning in other disciplines serves as the framework of this course. As such, the macro-language skills of listening, speaking, reading and writing are covered with grammatical structures, coming in to suit the language functions where these structures are needed (“Syllabus”, 2008).

As such, it is quite evident that grammar notions/structures are not merely to be learned as a separate body of knowledge but as a “means of communication and a service course to facilitate learning in other disciplines...where these structures are needed.”

A closer look at the contents of the syllabus further revealed the various grammar points to be discussed in this class (see Extract 1-4 below). The discussion of these grammar points is set against one of the course’s specific objectives: “To use the English language accurately, efficiently and effectively” (“Syllabus”, 2008).

**Table 1**  
*Extract 1: First Quarter*

Lesson No.	Topics	Duration (In Hours)
1	Orientation	2
2	Diagnostic Test	2
3	Overview of Parts of Speech	2
4	What is Literature? Division of Literature Development of Phil. Literature	2
5	<i>Selections</i> : “Lam-ang” & “Bernardio Carpio”	2
6	Writing essays: Compare - Contrast Writing titles	2
7	Elements of Fiction	2
8	<i>Selection</i> : “Footnote to Youth” by J.G. Villa	2
9	Project Orientation and Mechanics Narration: Writing a Short Story	2
10	Noun	2
11	Pronoun	2
12	Simple Tense of Verb	2
13	Listening	2
14	Communication	2
15	Phonemes (vowels and consonants)	2

As can be seen from the four extracts, each quarter would include grammar points such as nouns, pronouns, simple tense of verb, prepositions, among others. When the teacher was asked how these lessons are taught, she pointed out that what was contained in the examined recording is typically how the grammatical lessons are presented or taught: defining the grammatical category and asking the students to use it in various sentences. Just how adequate the grammar instruction presented in her classes is remains a question.

**Table 2**  
*Extract 2: Second Quarter*

Lesson No.	Topics	Duration (In Hours)
16	Listening to a Poem: "To the Filipino Youth" by J.P.Rizal	2
17	Adjectives	2
18	Descriptive Essay Writing	3
19	Figures of Speech	2
20	Selection: "Sonnet 1" (writing rhyming poem)	3
21	Selection: "I Teach My Child" (writing a figure/shape poem)	3
22	Prepositions	2
23	Subject, Direct and Indirect Object	2
24	Active and Passive Voice of Verbs	2
25	Subject - Verb Agreement	2
26	Stress	1

**Table 3**  
*Extract 3: Third Quarter*

Lesson No.	Topics	Duration (In Hours)
16	Listening to a Poem: "To the Filipino Youth" by J.P.Rizal	2
17	Adjectives	2
18	Descriptive Essay Writing	3
19	Figures of Speech	2
20	Selection: "Sonnet 1" (writing rhyming poem)	3
21	Selection: "I Teach My Child" (writing a figure/shape poem)	3
22	Prepositions	2
23	Subject, Direct and Indirect Object	2
24	Active and Passive Voice of Verbs	2
25	Subject - Verb Agreement	2
26	Stress	1

**Table 4**  
*Extract 4: Fourth Quarter*

Lesson No.	Topics	Duration (In Hours)
27	Letter of Request	1
28	Graphic Organizer	2
29	Survey writing	2
30	Mass Media, Propaganda Devices Article on Propaganda/Advertisement	2
31	Adverbs	2
32	Appositives	2
33	Complements	2
34	Conjunctions and Transitional words	2
35	Transcription of Words	2

## Discussion

Although Krashen (1985) argued against the explicit grammar teaching in the classroom, there are those who claimed that “some grammatical forms cannot be acquired merely on the basis of comprehensible input and that formal instruction is necessary for learners to acquire those forms” (Collins & Lee, 2005, p. 37). This debate has been put to rest in light of the distinct contexts in which language is learned or taught: first language is learned in natural contexts; hence formal instruction is not really necessary; in a second/foreign language learning environment, formal instruction is essential to acquiring the language (Collins & Lee, 2005). How is grammar taught is now the issue.

Criticisms regarding the traditional approach have been posed in various studies (see Byrd, 1994; Petrovits, 1997; Nunan, 1998). English language teaching experts have argued for the discussion of not only the structure but the meaning and use of the grammar as well (Collins & Lee, 2005). These experts claim that by contextualizing grammar, learners are not just expected to know the *what* (rules) but also the *how, when, why* (contexts) of language so much so that they (learners) can make appropriate grammatical choices in using the language given a particular situation/need/context.

The traditional approach employed in the teaching of grammar as seen in the recording would point to the fact that the students either listen to or provide a definition for the grammatical point being discussed (see e.g., Line 11-14: *So, conjunctions is a kind of a transitional device Okay, so here's the definition A conjunction is a word used to connect other words or groups of words*) and ends with the students (with the teacher's prompt) using it in various sentences (Line #s 22-25: Claudine, please use for The pen is...C'mon, complete it The pen is for). Collins and Lee (2005) argued that mere definitions of the categories may not include members of other part-of-speech categories and further claimed that

The danger here is that as the inaccuracy of such rules becomes apparent to learners they will need to unlearn much of what they have been taught at the elementary stage. Unless formal descriptions too are introduced early learners may fail to appreciate the crucial role of formal considerations in enabling all the members of the class to be satisfactorily identified (p. 40).

## Conclusion and Implications

Based on the foregoing discussion, the recorded segment of an English class in the first year high school classes and the examination of its course syllabus show that grammar is part of the teaching of English. Absence of a deeper explanation of how and why certain constituents behave the way they do on certain occasions and why or how they can assume another grammatical category and or function in another situation is very much evident. Notice though that the teacher attempted to bring into the discussion the students' understanding or interpretation of the sentence [53-57]; however, she failed to delve deeper into the analysis and simply contented herself by saying *Okay, both of them will not play* [56] which is reminiscent of the prescriptive and/or traditional approach of teaching grammar.

The teaching of grammar must be viewed from the perspective of the learners. Perhaps this is why Julian Edge at the TESOL convention in Tampa Florida in March 2006 (in Nunan 2007), “reminded us that if anyone asks ‘What do you teach?’ the first response should be ‘Learners!’ (‘Language’ can come later)” (p. 10). It is a good thing that the teacher was able to inject humor into her instruction [22 - 27]; otherwise, this whole session would have proved to be repetitive, boring, and meaningless. The teacher's need to call out a student's number [17, 18, 22, 26] and to cajole [24 -28] her students to answer or use the

examples of conjunctions in sentences may be an indicator of the students' attitude towards grammar and how it is taught.

Thus the challenge to reflect the changing philosophies about language learning and teaching in the way grammar is taught in the classrooms could never have been more pressing than today. Jarvis and Atsilarat (2004) echoed what other language teaching experts asserted in the early 80s as criticisms to the traditional approach to teaching grammar: "Language was no longer seen as abstract grammatical rules, but of having applications in social contexts and as such it is not just about 'grammar' but also about functions and notions and that nowadays, it is difficult to imagine any practitioner, anywhere, arguing against this" (p. 2). Rote memorization of the grammar rules Kaplan (1994) argued that "in contrast to the normative rules enshrined in prescriptive prohibitions, descriptive grammar embodies constitutive rules which state how some system is structured or defined" (p. 3) which enables speakers of the language to speak and understand the language. Rather than solely focus on the rules governing the proper use of a syntactical constituent, the need to explain what determine the ways in which grammatical operations work should be given more importance. Finally, language teachers may pick a trick or two from what Lindblom and Dunn (May, 2006) who suggested that analysis of grammar rants can be a good alternative to grammar teaching because:

Once students see for themselves how important careful and deliberate choice of language is for their success, they may be more judicious in their language use. In the best instances, students will continue to study, learn, and remain open-minded and even fascinated with issues of language, developing as what we have called "savvy writers. We hope colleagues will find our suggestions to be a productive alternative to the traditional grammar instruction that has preoccupied the profession for years without providing any positive results for student writing" (p. 76).

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**Appendix A**  
*The Transcript*

- 1 T: We talked about this already right We are just going to continue Alright so in  
your notes
- 2 Are notes that you have two kinds of conjunctions namely coordinating and  
subordinating
- 3 Right
- 4 S: Yes...
- 5 T: So, we had the definition of conjunctions already.
- 6 S: No.
- 7 T: I mean we have transitional devices.
- 8 S: Yes
- 9 T: So, conjunctions is a kind of a transitional device
- 10 Okay, so here's the definition
- 11 A conjunction is a word used to connect other words or groups of words
- 12 That is the main purpose, okay
- 13 So the first kind, you have is already the coordinating conjunctions and the basic
- 14 examples are and for or yet but nor so
- 15 There you go...
- 16 Anybody?
- 17 Ah lets call on a class numbers..
- 18 Class number 25.
- 19 Please use and
- 20 S: Kristine and Harry are seated at the same room.
- 21 T: Very good. Number 2. Class Number 2
- 22 Claudine, please use for
- 23 The pen is...
- 24 Com'on, complete it
- 25 The pen is for
- 26 picking your nose
- 27 S: (giggles)
- 28 T: Of course not Com'on What, I'm sorry? Louder, com'on
- 29 S: The thimble is used for protecting your middle finger
- 30 T: Number 3 or class number 33.
- 31 S: Uhhh.. You love me or you hate me
- 32 T: Right or wrong I'll cooperate with Class number 20..Yet.. Ayun ~
- 33 S: She's weird yet she is funny.
- 34 T: 12 But
- 35 S: She wants to have high grades but she doesn't want to study.
- 36 T: Class number 28 Nor Anybody Ina nor \_\_\_ wants to go to school Number 11
- 37 S: Zaila was hungry so she went to the canteen.
- 38 T: Alright...
- 39 Very Good
- 40 So these are the examples what you already gave them.
- 41 So we have nouns and pronouns with verbs, adjectives and prepositional phrases  
with complete ideas
- 42 Okay
- 43 The next kind are correlated conjunctions
- 44 So they always work in pairs
- 45 So examples
- 46 Both and ,either or, neither nor, not only, but also,
- 47 There...
- 48 Game.
- 49 So these are the examples
- 50 I'll give you a copy
- 51 Ahh.....
- 52 Neither \_\_\_\_ nor Boyet will perform in the play.
- 53 What does it mean?
- 54 Yes Bettina?
- 55 Okay, both of them will not play.
- 56 Neither, okay
- 57 I do not know whether Al or I won.
- 58 What are the nouns and pronouns there?
- 59 S: I (inaudible)
- 60 T: How about with adjectives
- 61 Yogurt is not only nutritious but also tasty.
- 62 So what are the adjectives there?

- 63 Bettina  
64 S: Nutritious and tasty  
65 T: Correct  
66 In prepositional phrases  
67 S: We saw pelicans both near the pier and along the beach  
68 T: So, what are the prepositional phrases there Isabel  
69 S: inaudible  
70 T: And the last  
71 With complete ideas..  
72 Either I go shopping or I can study  
73 So there are two ideas there  
74 Okay  
75 So those are correlative conjunctions  
76 They go into pairs  
77 Then we have subordinate conjunctions  
78 Join two complete ideas by making one of the ideas subordinate that is dependent on the other  
79 Okay so these are the kinds of subordinating  
80 Okay  
81 So the example  
82 I play soccer is the main cause  
83 And usually it starts with a subordinating clause  
84 So whenever I get the chance  
85 Now that our cousin's is here this

## Appendix B

### *Syllabus in Communication Arts in English I (Philippine Literature), June 2008*

#### Subject Description

The overall goal of this course is to develop the communicative competence of the First year students by striking a balance between fluency and accuracy. It is anchored on the latest developments in the field of language teaching, specifically linguistics and pedagogy. The prevailing theory concerning language as a means of communication and a service course to facilitate learning in other disciplines serves as the framework of this course. As such, the macro-language skills of listening, speaking, reading and writing are covered with grammatical structures, coming in to suit the language functions where these structures are needed.

What is unique in this offering is that it caters to the needs and goals of the Filipino female adolescents starting out in the high school. Thus, the functions and domains include focus on the skills and topics that will enable them to cope with the demands of high school life. The integrated approach to learning and teaching ensures non-negligence of any of the four basic modes of communication. Inclusion of literary materials, particularly Philippine Literature in English, and authentic texts (local and foreign), heightens their cultural awareness and appreciation, which is ultimately geared towards values formation.

#### General Objectives

1. Read with competence and value texts in the fields of arts and literature particularly Philippine Literature in English, science and technology, business and computer, and social sciences.
2. Use proficiently the four-macro skills: listening, speaking, reading and writing in meaningful English communications.
3. Use conveniently the English language in learning other disciplines.
4. Make generalizations and significant abstractions from different reading materials designed for information, pleasure and appreciation,
5. Integrate acquired knowledge and skills in the formation of one's value system.

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#### First Quarter

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#### Specific Objectives

At the end of the quarter, the students should be able to:

1. Use library skills in gathering data for oral and written reports.
2. Identify the different functions of the library and its contents.
3. Listen carefully and critically to different events and situations.
4. Use study skills proficiently in learning other disciplines.
5. Acquire knowledge and skills in vocabulary building.
6. Read with comprehension and appreciation various types of texts.
7. Interact with the writer by responding to statements made in the text and using this as basis for predictions.
8. Ask questions to clarify confusion.
9. Appreciate the importance of English language and the development of Filipino Literature particularly in English.
10. Write a coherent short story using the elements of fiction.
11. Write a comparison and contrast essay based on the techniques in developing an essay.
12. Use the English language accurately, efficiently and effectively.
13. Produce vowel and consonant sounds in words accurately.

## Values

1. Optimism towards work Motivation to finish a task
2. Preparation to learn
3. Open-mindedness towards new environment and work
4. Confidence to face challenges
5. Courage to ask when confused
6. Generosity to share oneself
7. Humility to accept limitations
8. Perseverance in attaining one's goal
9. Respect for authority and peers
10. Sharing of resources

## Subject Contents

## Specific Content

Lesson No.	Topics	Duration (In Hours)
1	Orientation	2
2	Diagnostic Test	2
3	Overview of Parts of Speech	2
4	What is Literature? Division of Literature Development of Phil. Literature	2
5	<i>Selections</i> : "Lam-ang" & "Bernardio Carpio"	2
6	Writing essays: Compare - Contrast Writing titles	2
7	Elements of Fiction	2
8	<i>Selection</i> : "Footnote to Youth" by J.G. Villa	2
9	Project Orientation and Mechanics Narration: Writing a Short Story	2
10	<b>Noun</b>	<b>2</b>
11	<b>Pronoun</b>	<b>2</b>
12	<b>Simple Tense of Verb</b>	<b>2</b>
13	Listening	2
14	Communication	2
15	Phonemes (vowels and consonants)	2

## Instructional Procedures

1. Group dynamics
2. Collaborative Learning
3. Research work
4. Oral presentations
5. Writing activities
6. Portfolio/Project-making
7. Poetry reading
8. Film Viewing

## Performance Assessment

1. Quizzes/Long tests
2. Individual/Group work
3. Recitation
4. Class Participation
5. Written outputs
6. Portfolio
7. Periodical exams
8. Seatwork/Homework

## Provisions

Fast Learners	Slow Learners
1. Facilitate a group in short story analysis and interpretation.	1. Introduce the elements of fiction by analyzing a legend. (Class sharing)
2. Head the English campaign.	2. Make posters to promote the English campaign and the Reading Development Program which is the "SparkLit"
3. Write a formal/business letter following grammar concepts.	

## Projects / Requirements

- Shadow Play July 21 - 25, 2008

## Required Textbooks

Writing and Grammar Bronze Edition. J.A. Carroll et.al. Prentice Hall. 2001.  
 Echoes I. Cecilia Rigos Delos Reyes. JO-ES Publishing House, Inc. Valenzuela City. 2004

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- Tayao, Ma. Lourdes G., Santos, Isabelita, et. al. English in Use (First and Second Years). Quezon City: Rex Publishing Co., Inc., 1991.

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 Second Quarter
 

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## Specific Objectives

- At the end of the quarter, the students should be able to:
- Map out the ideas of a text using graphical presentations.
  - Predict and anticipate outcomes culled from certain texts.
  - Make generalizations and significant conclusions from varied materials.
  - Distinguish fact from opinion; fantasy from reality.
  - Identify and create various types of figures of speech.
  - Review the various elements, sounds, and classes of poetry.
  - Distinguish between the literal and figurative meaning of various poetic forms.
  - Write different forms of poetry based on the different classes.
  - Write a descriptive essay based on the techniques in developing an essay.
  - Use the English language accurately, efficiently and effectively.
  - Speak the language with emphasis on stress.

## Values

- Respect for school personnel and properties
- Awareness of current issues
- Determination to finish a task
- Resourcefulness
- Creativity
- Inquisitiveness
- Courage to question
- Critical thinking

## Subject Contents

## Specific Content

Lesson No.	Topics	Duration (In Hours)
16	Listening to a Poem: "To the Filipino Youth" by J.P.Rizal	2
17	Adjectives	2
18	Descriptive Essay Writing	3
19	Figures of Speech	2
20	Selection: "Sonnet 1" (writing rhyming poem)	3
21	Selection: "I Teach My Child" (writing a figure/shape poem)	3
22	Prepositions	2
23	Subject, Direct and Indirect Object	2
24	Active and Passive Voice of Verbs	2
25	Subject - Verb Agreement	2
26	Stress	1

## Instructional Procedures

1. Group dynamics
2. Collaborative Learning
3. Research work
4. Oral presentations
5. Writing activities
6. Portfolio/Project-making
7. Short Story reading
8. Film Viewing

## Performance Assessment

1. Quizzes/Long tests
2. Individual/Group work
3. Recitation
4. Class Participation
5. Written outputs
6. Portfolio
7. Periodical exams
8. Seatwork/Homework
9. Poetry reading

## Provisions

Fast Learners	Slow Learners
1. Use their poems as models for class analysis.	1. Do additional reporting on poetry.
2. Facilitate a group in poem analysis and interpretation.	2. Attend special classes for enrichment.
3. Organize poetry reading sessions.	

## Projects / Requirements

1. Figure Poem September 22 - 26, 2008

## Required Textbooks

Writing and Grammar Bronze Edition. J.A. Carroll et.al. Prentice Hall. 2001.

Echoes I. Cecilia Rigos Delos Reyes. JO-ES Publishing House, Inc. Valenzuela City. 2004

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Flores, Magelende M., de la Cruz, Edna M. et. al. Dimensions in Learning English: A Series for Philippine Secondary Schools. (Book I). Quezon City: Rex Printing Co., Inc., 1999.

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Tayao, Ma. Lourdes G., Santos, Isabelita, et. al. English in Use (First Year). Quezon City: Rex Publishing Co., Inc., 1991.

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 Third Quarter
 

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## Specific Objectives

1. Get main ideas, supporting details from an oral or written text.
2. Define terms with multiple meanings.
3. Use expressions to show classification, definitions, comparison & contrast, cause & effect relationships.
4. State equalities and inequalities of objects, ideas, people, etc. in written forms.
5. Ask questions to clarify a point or to clear up confusion.
6. Interact with the author or speaker using one's world knowledge.
7. Integrate values or insights gained from texts to one's value system.
8. Communicate ideas proficiently and appropriately.
9. Use the socio-linguistic rules in communication in coming up with detailed and relevant position papers.
10. Write several essays based on the techniques in developing an essay.
12. Trans-code orally and in writing data presented in graphs, charts and other forms of graphic organizers.
13. Transform written texts into graphical presentations and vice versa.

## Values

1. Integrity
2. Propriety
3. Courage
4. Teamwork
5. Leadership/Followership
6. Servitude
7. Openness
8. Discernmen

## Subject Contents

## Specific Content

Lesson No.	Topics	Duration (In Hours)
27	Letter of Request	1
28	Graphic Organizer	2
29	Survey writing	2
30	Mass Media, Propaganda Devices Article on Propaganda/Advertisement	2
31	Adverbs	2
32	Appositives	2
33	Complements	2
34	Conjunctions and Transitional words	2
35	Transcription of Words	2

## Instructional Procedure

1. Collaborative learning
2. Individual work
3. Research work
4. Lectures
5. Writing activities
6. Peer editing
7. Speaking activities
8. Listening activities

## Performance Assessment

1. Graded recitation
2. Group presentation
3. Individual reporting
4. Quizzes, long tests
5. Periodical examinations
6. Speeches

Provisions

Fast Learners	Slow Learners
<ol style="list-style-type: none"> <li>1. Write an analysis of media text or a non-print advertisement which reflects elements of fiction.</li> <li>2. Organize a mock debate / moot on any issue regarding media.</li> <li>3. Demonstrate do's and don'ts in public speaking.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recite and discuss articles about the effects of media.</li> <li>2. Attend special classes for enrichment.</li> </ol>

Projects/Requirements

1. Product / Ad Presentation November 24 -28, 2008

Required Textbooks

Writing and Grammar Bronze Edition. J.A. Carroll et.al. Prentice Hall. 2001.  
 Echoes I. Cecilia Rigos Delos Reyes. JO-ES Publishing House, Inc. Valenzuela City. 2004

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Baritugo, M. R. et. al. Philippine Literature: An Introduction to Poetry, Fiction & Drama (Revised Edition). 2004.

Borich, Gary D. Effective Teaching Methods. New York: Macmillan Publishing Co., 1992.

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Lauengco, Aurea A., Navarro, Fe M., et.al. English CV I and II. Makati: Bookmark, Inc., 1988.

Meñez, Annie R. Literature in Focus I and II. Quezon City: SIBS Publishing House, Inc.: 1999.

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Tayao, Ma. Lourdes G., Santos, Isabelita, et. al. English in Use (First and Second Years). Quezon City: Rex Publishing Co., Inc., 1991

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Fourth Quarter

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Specific Objectives

1. Determine the tone, attitude, feelings expressed in oral or written texts.
2. Classify items.
3. Write short papers on any current issues.
4. Use appropriate rhetorical functions and techniques to express one's ideas, needs, feelings and attitudes.
5. Apply one's personal value system in critiquing texts.
6. Single out events that form the plot of a drama/play.
7. Use key idea sentences, support sentences, transition devices and restatements in texts.

## Values

1. Faith in God
2. Social awareness
3. Pride in one's work and those of others
4. Respect for school personnel and properties
5. Humor
6. Teamwork
7. Cooperation
8. Courage
9. Cooperation
10. Creative self-expression
11. Confidence

## Subject Contents

## Specific Content

LESSON NO.	TOPICS	DURATION (In Hours)
1	"Philippine Literature Today" by H.O. Santos	2
2	Essay: Response to Literature	3
3	Sentences vs Phrases and Clauses	3
4	Sentence Analysis	3
5	Biography: Corazon Aquino	2
6	"The World is an Apple" by A. S. Florentino	2
7	Transcription of Words with Stress	2

## Instructional Procedure

1. Group discussions
2. Collaborative learning
3. Lectures
4. Individual/Group presentations
5. Research
6. Consultative learning
7. Portfolio-making
8. Project-making
9. Essay writing

## Performance Assessment

1. Quizzes, long tests
2. Graded recitation
3. Class participation
4. Seat-/Homework
5. Projects
6. Portfolio
7. Periodical examinations

## Projects/Requirements

1. Reader's Presentation February 23 -27, 2008

## Required Textbooks

Writing and Grammar Bronze Edition. J.A. Carroll et.al. Prentice Hall. 2001.

Echoes I. Cecilia Rigos Delos Reyes. JO-ES Publishing House, Inc. Valenzuela City. 2004

#### Provisions

Fast Learners	Slow Learners
1. Act as group facilitators or organizers in group activities.	1. Report on other examples of biography.
2. Write a critical essay.	2. Attend special classes for enrichment.

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- Baritugo, M. R. et. al. Philippine Literature: An Introduction to Poetry, Fiction & Drama (Revised Edition). 2004.
- Borich, Gary D. Effective Teaching Methods. New York: Macmillan Publishing Co., 1992.
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#### Author Notes

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