

**SỞ GIÁO DỤC VÀ ĐÀO TẠO HÀ NỘI
TRƯỜNG THPT HOÀNG CẦU**

SÁNG KIẾN KINH NGHIỆM

**Using some teaching methods in a grammar lesson
to promote students' academic performances
during class, and raising students' awareness about
protecting the environment through the lesson
for students at grade 10**

Lĩnh vực/ Môn : Tiếng Anh

Cấp học : THPT

Tên tác giả : Trọng Mai Quế

Đơn vị công tác : Trường THPT Hoàng Cầu – Đống Đa

Chức vụ : Giáo viên

NĂM HỌC 2022 – 2023

ĐƠN YÊU CẦU CÔNG NHẬN SÁNG KIẾN

(Ban hành kèm theo Thông tư số 18/TT-BKHCN ngày 01 tháng 8 năm 2013 của Bộ trưởng Bộ Khoa học và Công nghệ)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

ĐƠN YÊU CẦU CÔNG NHẬN SÁNG KIẾN

Kính gửi: Sở Giáo Dục và Đào Tạo Hà Nội

Họ và tên	Ngày tháng năm sinh	Nơi công tác	Chức danh	Trình độ chuyên môn	Tên sáng kiến
Trọng Mai Quế	25/05/1978	Trường THPT Hoàng Cầu	Giáo viên	Cử nhân	Using some teaching methods in a grammar lesson to promote students' academic performances during class , and raising students' awareness about protecting the environment through the lesson for students at grade 10

- Lĩnh vực áp dụng sáng kiến: Tiếng Anh

- Ngày sáng kiến được áp dụng lần đầu hoặc áp dụng thử: từ 1/2/2023 – 23/ 2/2023

- Mô tả bản chất của sáng kiến:

+ Phiếu điều tra khảo sát cảm nhận suy nghĩ và khả năng ngôn ngữ về giờ học Tiếng Anh.

+ Phối kết hợp chặt chẽ với phụ huynh học sinh

+ Giáo án đổi mới các Tiết dạy: Grammar, speaking

+ Tổ chức hoạt động dạy và học theo phương pháp mới (Khởi động, thảo luận nhóm, hoạt động kịch, làm bài trên Web...)

- Đánh giá lợi ích thu được hoặc dự kiến có thể thu được do áp dụng sáng kiến theo ý kiến của tác giả:

+ Khả năng và kỹ năng sử dụng ngôn ngữ Anh được cải thiện rõ rệt sau giờ học.

+ Học sinh được phát triển toàn diện hơn, tự tin và chủ động hơn,

+ Nếu áp dụng sẽ giúp học sinh có thêm kiến thức về các vấn đề môi trường.

- Đánh giá lợi ích thu được hoặc dự kiến có thể thu được do áp dụng sáng kiến theo ý kiến của tổ chức, cá nhân đã tham gia áp dụng sáng kiến lần đầu hoặc áp dụng thử:

+Thống nhất đem lại hiệu quả cao trong việc hình thành và phát triển kỹ năng ngôn ngữ cho học sinh ,trang bị hành trang tốt nhất cho học sinh tiến tới kì thi TN THPT, trong cuộc sống dễ hòa nhập và hội nhập

+ Hình thành năng lực cho học sinh, giúp học sinh biết cách làm bài và áp dụng vào thực tế, có sự quan tâm đến vấn đề môi trường

+ Cần kinh phí đào tạo giáo viên dạy kỹ năng sống, xây dựng giáo án và cơ sở vật chất để thực hiện các tiết kỹ năng này Đã thực hiện được tại trường đang công tác)

Tôi xin cam đoan mọi thông tin nêu trong đơn là trung thực, đúng sự thật và hoàn toàn chịu trách nhiệm trước pháp luật.

Hà Nội, ngày 18 tháng 2 năm 2023

Người nộp đơn

Trọng Mai Quế

TRƯỜNG THPT HOÀNG CẦU
HỘI ĐỒNG SÁNG KIẾN

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT ĐÁNH GIÁ

Họ tên tác giả: Trọng Mai Quế

Tên đề tài: Using some teaching methods in a grammar lesson to promote students' academic performances during class, and raising students' awareness about protecting the environment through the lesson for students at grade 10

Lĩnh vực: Ngoại ngữ

STT	Tiêu chuẩn	Điểm tối đa	Điểm HKKH chấm
1	Sáng kiến có tính mới		
1.1	Hoàn toàn mới, được áp dụng đầu tiên	30	30
1.2	Có cải tiến so với giải pháp trước đây với mức độ khá	20	
1.3	Có cải tiến so với giải pháp trước đây với mức độ trung bình	10	
1.4	Không có tính mới hoặc sao chép từ các giải pháp đã có trước đây	0	
Nhận xét: Sáng kiến hoàn toàn thể hiện tính mới và được áp dụng lần đầu tiên.			
2	Sáng kiến có tính áp dụng		
2.1	Có khả năng áp dụng trong phạm vi toàn ngành hoặc rộng hơn	30	
2.2	Có khả năng áp dụng trong đơn vị và có thể nhân ra một số đơn vị có cùng điều kiện	20	20
2.3	Có khả năng áp dụng trong đơn vị	10	
2.4	Không có khả năng áp dụng trong đơn vị	0	
Nhận xét: Sáng kiến có khả năng được áp dụng tại trường và nhiều trường khác.			
3	Sáng kiến có tính hiệu quả		
3.1	Có hiệu quả, đem lại lợi ích kinh tế - xã hội, có tính lan tỏa	30	25
3.2	Có hiệu quả, đem lại lợi ích kinh tế - xã hội	20	
3.3	Có hiệu quả, lợi ích phù hợp với mức độ phù hợp tại đơn vị	10	
3.4	Không có hiệu quả cụ thể	0	
Nhận xét: Sáng kiến có hiệu quả, tiết kiệm chi phí.			
4	Điểm trình bày		
4.1	Trình bày khoa học, hợp lý	10	10
4.2	Trình bày chưa khoa học, chưa hợp lý	5	
Nhận xét: Sáng kiến trình bày khoa học, hợp lý.			
Tổng cộng: 85 điểm Đánh giá: ☒ Đạt (≥ 70 điểm) ☐ Không đạt			

Hà Nội, ngày 20 tháng 2 năm 2023

Chủ tịch hội đồng SKKN cơ sở



Lưu Thị Lập

CONTENTS

CHAPTER I. INTRODUCTION	1
1. Rationale of the study	1
2. Time of the study	1
3. Subject of the study	1
4. Scope of the study	2
CHAPTER II: CONTENT	3
1. Warm-up	3
1.1	3
1.2	4
2. Presentation	5
2.1 Activity 1	5
2.2 Activity 2.	8
2.3 Activity 3.	10
2.4 Activity 4:	13
2.5 Activity 5:	15
CHAPTER 3: RESULTS.....	15
1. Results	15
2. Conclusion	16
3. Proposal	16
* REFERENCE	17

CHAPTER I. INTRODUCTION

1. Rationale of the study

There are many factors that cause the students' difficulties in learning. One of them is the method given by the teacher. Teaching English as a foreign language requires the use of effective learning method. According to Richards and Rodgers (in Brown: 48), "Method is an umbrella term for the specification and interrelation of theory and practice."

Of all the most difficult lessons in a Unit is Grammar lesson. It requires students to know how the use of English language and to apply to do the writing correctly. When we teach English Grammar lesson, we use most of the four skills (listening, speaking, reading and writing), writing and speaking are used more. People who know a language are referred to as "*speakers*" of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak. Writing requires people to use the vocabulary items, structures, and methods fluently and correctly. So to teach grammar lesson, teachers should use the methods flexibly to make the lessons more interesting and motivate students' participation

The topic of the Unit - **Unit 8- Ecology and the environment** - is about ecology and the environment, so teaching the lesson, I teach my students to notice the environmental problems around them and think of the way to preserve our environment

From the brief information above, the writer is interested in writing a thesis entitled

" Using some teaching methods in a grammar lesson to promote students' academic performances during class, and raising students' awareness about protecting the environment through the lesson for students at grade 10"

2. Time of the study

The time of the study on the subject **" Using some teaching methods in a grammar lesson to promote students' academic performances during class, and raising students' awareness about protecting the environment through the lesson for students at grade 10 "** is in the second term of the school year 2022-2023

3. Subject of the study

96 students at grade 10 of Hoang Cau High School

* I prepare a survey in which I design some questions and give it to my students (96 students at grade 10) at the beginning of the second term of the school year, before I apply these activities in my teaching . (Not only for **Unit 8- Ecology and the environment** but also for some grammar lessons of other units) I apply these activities to motivate students to speak out beside writing during lesson without being fear or ashamed

Questions	Interesting		Normal		Boring	
	Number	Percent	Number	Percent	Number	Percent
1. What do you think about Grammar lesson ?	22	22.9%	39	40.6%	35	36.5%
2. What do you think about making presentation in front of class?	13	13.5%	31	32,3%	52	54.2%
3. What do you think about the activities done in Grammar lessons?	22	23%	42	43.7%	32	33.3%
4. How do you care /think about the Grammatical point of units in grade 10?	20	20.8%	39	40.6%	37	38.6%

* I make an oral test for the students before I apply these activities in my teaching. I get a result as the table below

Class	Pupils	Continuous assessment				Presentation			
		Mark 10-9	Mark 8-7	Mark 6-5	Mark <5	Mark 10-9	Mark 8-7	Mark 6-5	Mark <5
10A5	48	2 4.2%	6 12.6%	20 41.6%	20 41.6%	2 4.1%	6 12.6%	22 45.8%	18 37.5%
10A6	48	1 2.1%	8 16.6%	15 31.2%	24 50.1%	2 4.1%	7 14.5%	15 31.2%	24 50.1%

4. Scope of the study

Within the limited range of the next few pages, this report attempts to present a snapshot of developments and some important features in the general area of product and process development. The scope of this section is broad and attempts to address soft as well as hard issues involved in some teaching technique applying in teaching grammar lesson of - **Unit 8- Ecology and the environment**. (English 10- I learn smart world)

This study was undertaken to provide household-level information about how to carry out teaching methods applying in teaching grammar lesson of **Unit 8- Ecology and the environment** for high school students.

First, I will focus on some teaching methods which can be used to promote students' academic performances in class without being fear or ashamed.

Secondly, I will present some methods in which I use to encourage student to write sentences and remember the second conditional, inspire my students to raise awareness of protecting the environment

CHAPTER II: CONTENT

I designed some activities, in which I used to promote students' academic performances in class without being fear or ashamed, help them use the second conditional clause quickly and correctly, and raise their awareness about protecting the environment.

1. Warm-up

At the end of this study, I as a researcher could assert that using warm up activities is an effective way of helping students to begin the English class daily. In regards to this, we completely agree with Allwright (1984) who concluded, based on her own experience, that "with warm ups students paid closer attention, asked better questions and seemed a bit more excited than before" (p. 162). This author also claims that "the proper presentation of warm ups will cause people to stop whatever they are doing or thinking and refocus their attention" (p. 16)

I designed a warm up activity for the lesson - **Unit 8- Ecology and the environment** – as following:

1.1

First. I let my students see a piece of video named **Conditional type 2 animated** to help them recognize the kind of sentences

Click here to watch: <https://www.youtube.com/watch?v=PEol3es71Dw>



After my students watched the video, I asked them some questions:

1. What kind of complex sentences do they use in their talk?
2. Do you remember the type of conditionals used here?

My students were eager to answer the questions

1.2

Then to make sure that they recognize the Conditional sentences, I invited them to play a game named:

BE HALF OF MINE

I divided my class into 2 teams. (Team Condition and Team Result)

I explained the rule of the game to them:

The rule of the game: BE HALF OF MINE

Every students in each team take out a piece of paper.(I had asked them to prepare A5)

Each student of team Condition write 1 clause beginning with: IF....

Each student of team Result writes 1 clause beginning with : I.....

My students were really interested in this activity because they not only learnt to write Conditional sentences but also know more about the other result. At that time, I knew that all of them felt something new, strange and motivative about the Grammatical point. This also helped students to leave out the feeling of fearful or ashamed because they were living in a real situation and they can acted as in real life.

I let my students write in one minute, then I collected some of their paper, and encourage my students to speak out the clause they have written and match them.

This activity makes the atmosphere of the class warmer and my students are more active. After that I use some matched sentences and ask my students if the situation can be true or not.

SUGGESTED ANSWERS:

Students of condition Team

If I had a lot of money

If I were a superman

If I don't go to school

If I were my teacher

Students of Result team

I will not say love to you.

I would fly

I would be a hero

I will buy a car

First of all, I find that this warm up activity is rather suitable for this unit because all the information given for my students is related to the grammatical point **Conditional sentences**, so my students have chance to get familiar with the structure that will appear in the lesson. Besides, each group of students will be in charge of using the words relate to protecting the environment This will raise the feeling of responsibility and eagerness for students because they are not students in classroom to learn but they are in real situation. Students all feel eager and interested in their new roles and try to act as naturally as possible.

2. Presentation

2.1 Activity 1

I asked my students to look at the picture and the model sentence

Unit 8

Grammar

a. Listen and repeat.

If we **replaced** plastic bottles with water bubbles, we **would** **reduce** plastic waste.

DTP Education Solutions

I played the audio file and ask my students to listen and repeat chorally and individually.

I had some of my students practice reading the sentence before the class .Then I asked them questions: *Are we using water bubble now?*.

All my students answer chorally “No” I explained to them

In fact: *Now, we are using plastic bottles, not water bubbles.* So it is unreal situation.

I asked my student to word in 4 groups. I asked my students as the representatives of 4 groups, in one minute to write the form of The **Second conditional** on the posters.

They hang the posters on. The class looked and I explained the form, the meaning, and the use of *Second conditional*

Unit 8

Second Conditional

Meaning and Use

We can use **Second Conditional** to talk about things that are not true now, and we don't think will be true in the future. We sometimes use **Second Conditional** to talk about our hopes or dreams.

***If I were rich, I would travel** around the world.*



Unit 8

If we replaced plastic bottle with water bubble, **we would reduce** plastic waste

Form:

If clause	Main clause
Simple Past tense	
V _{2/ed}	Would + V ₀



Unit 8

Example:

If I **were** a president, I **would build** more hospitals and health centers.

Form:

If clause	Main clause
Simple Past tense	(Negative)
Be → were	wouldn't + V ₀



Unit 8

Form:

If clause	Main clause
S + V _{2/ed} , be → were	S + Would + V ₀

We often use **WERE** (not **WAS**) in the IF clause



This kind of activity really inspired my students. They quickly responded to what teacher asked. The atmosphere of the class became ebullient than ever before but was still under teacher's control. What came into their minds was quickly written without being fear of making mistakes or being criticized by teacher.

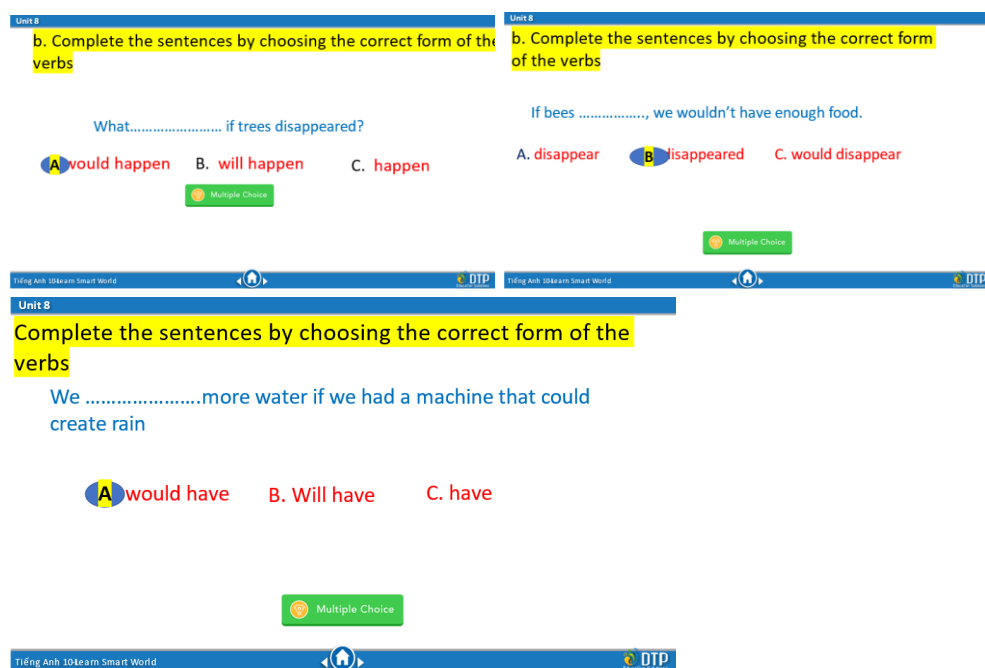
After remember the use and form of *Second conditional*, I asked them to take out their smart phones or tablets to do some exercises.

2.2 Activity 2.

The main purpose of this task is help students from different groups to study the prompts, write complete sentences, and share them with a partner.

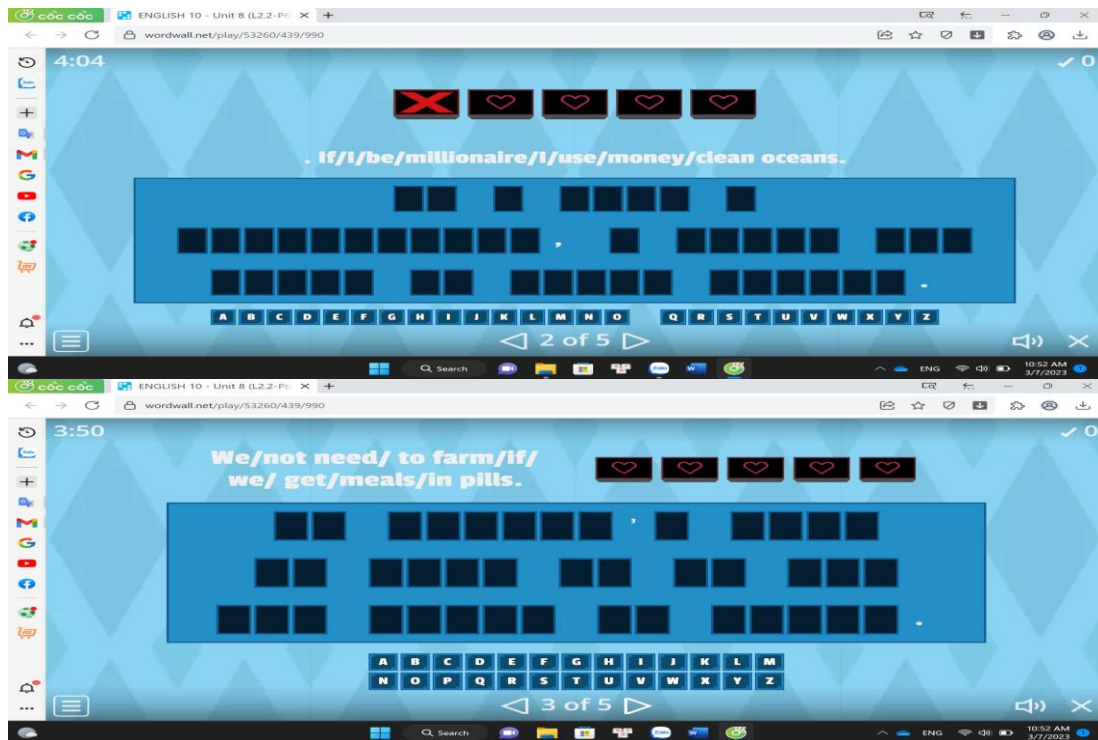
The traditional way to complete this task is to ask students to take turn to write the sentences on the board, then write down in their notebooks. But this can make this activity become boring and tiring. So, I changed something and designed an activity in which students themselves can do online and use some websites, this helps students more interested in the activity and create the challenging atmosphere in class.

I use Classpoint in my powerpoint lesson. My students joined in the class to do three sentences in verb forms.



When they completed the task. I showed the results and choose three students who got the highest scores.

To help my students write the correct sentences using *the second conditional*, I continued to design some questions on the wordwall web. I ask my students to work in groups of four to use their phones or tablets to do



Click here to watch : <https://wordwall.net/play/53260/439/990>

This activity immediately get attention of all students because they can do challenging task as well as the quiz. while they have to work together to fulfill the task that teacher requires.

The activity not only helps students know how to use form of the second conditional, but it also helps them gain some words and phrases about the topic of the environment

2.3 Activity 3.

The aim of this activity is write sentences for each situation using the Second conditional or the First conditional

This task is the most difficult one in the lesson. All of the above activities are the preparation for activity 3. And in this task, students are required to work in new groups This change helps students have new environment to express their ideas and thoughts, and discuss together to find out the best way to write sentences

However, to make this activity become easier and avoid boring, and help students to involve in class activity, I suggested different methods for different groups. After instructing my student how to write sentences, I gave out 4 cards

One representative of each group played the draw lots game. They choose one card and do as the required in the cards. They had 2 minutes to do.

Card 1: Write sentences number 2 on your poster

Students discussed in groups They used the poster (A1) they had prepared to write sentences.

Suggested answer:

We can't compost plastic. Plastic ends up in landfills and oceans

If-clause first: If we could compost plastic, it/plastic wouldn't end up in landfills and oceans

If-clause last: Plastic wouldn't end up in landfills and oceans if we could compost plastic.



Card 2: Write sentences number 3 on your poster

Students discussed in groups They used the poster (A1) they had prepared to write sentences.

Suggested answer:

We use lots of energy and water to grow food. Scientists can't make food in their labs yet

If-clause first: If scientists could make food in their labs, we wouldn't use lots of energy and water to grow food

If-clause last: We wouldn't use lots of energy and water to grow food if scientists could make food in their labs



Card 3: Write sentences number 4 on your poster

Students discussed in groups They used the poster (A1) they had prepared to write sentences.

Suggested answer:

We use lots of plastic. There's lots of trash

If-clause first: If we use less plastic, there will be less trash.

If-clause last: There will be less trash if we use less plastic



Card 4: Write at least 2 answers for the question:

“What would happen if we all used public transport in Hanoi? ”

Suggested answer:

- If we all used public transport in Hanoi, we could reduce air pollution
- If we all used public transport in Hanoi, we would use less fuel energy

After the students completed the task, I asked them to hang their posters on the board and check. I asked some to speak out the sentences they had written.

Through the activity my students can identify what their strength and weakness of their writing skill is and remember some issues relate to the way to save the environment

2.4 Activity 4:

The aim of this activity is **to help Ss to use the language and information in the real situation.**

I asked my students to work in pairs to talk about the situation:

“what would you do to help the environment if you were the mayor of Hanoi City?”

Before the lesson I asked them to study the environmental problems in Hanoi, so my students had enough information to talk.

Here are some of the problems they mentioned



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[Truy cập](#)

Đầu tư nguyên - môi trường - kinh tế - Điện lực - Pháp luật - Quản lý chất lượng tài - Văn hóa - Tôn giáo - Xã hội - Thể thao



Tại đây Thủ tướng Chính phủ Phạm Minh Chính cùng Bộ trưởng Bộ Quốc phòng Đại tướng Phan Văn Giang, Bí thư Thành ủy Hà Nội Đinh Tiến Dũng, Phó



My students were eager to talk about this situation. They had variety of idea to help protect the environment. They can express their view on the mentioned issues using ***the Second conditional*** fluently.

Here are some suggested ideas:

- If I were the mayor of Hanoi City, I would encourage people to plant more trees.
- If I were the mayor of Hanoi City, I would built a big modern recycling waste plant,
- If I were the mayor of Hanoi City, I would invent a system to filter Tolich's water.
- If I were the mayor of Hanoi City, I would ban taxi in rush hours

2.5 Activity 5:

to consolidate the knowledge they have learn and to make the atmosphere more exciting, I let students sing a song “Volunteer”(Tự nguyện) along the video.

Click here to watch the video:

<https://www.youtube.com/watch?v=YuY6K09MKU8>

CHAPTER 3: RESULTS

1. Results

After teaching the two class, I have gained some basic results as following

Questions	Interesting		Normal		Boring	
	Number	Percent	Number	Percent	Number	Percent
1. What do you think about Grammar lesson ?	52	54.2%	35	36.5%	9	9.3%
2. What do you think about making presentation in front of class?	39	40.6%	52	54.2%	5	5.2%
3. What do you think about the activities done in Grammar lessons?	54	56.3%	34	35.4%	8	8.3%
4. How do you care /think about the Grammatical point of	37	38.6%	39	40.6%	22	20.8%

units in grade 10?						
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*I make an oral test for all students of the two classes after applying these teaching activities in my teaching. I get a result as the table below

Class	Pupils	Continuous assessment				Presentation			
		Mark 10-9	Mark 8-7	Mark 6-5	Mark <5	Mark 10-9	Mark 8-7	Mark 6-5	Mark <5
10A5	48	6 12.6%	20 41.6%	12 25%	10 20.8%	6 12.6%	20 41.6%	10 20.8%	12 25%
10A6	48	5 5.2%	24 50.1%	8 16.6%	11 28.1%	7 14.5%	26 39.7%	12 25%	10 20.8%

2. Conclusion

As English teachers it not only our duty to teach, but it is also our duty to motivate our learners to speak out and participate in. We also need to help reduce their fears and provide a comfortable environment for them to learn and to make them feel more at ease. We help them to use grammatical point in writing, to do task, and to be aware of environmental problems. So how can we motivate our learners to really love English lesson? What can we do to help reduce fear and give them the confidence they really need? Those students who have more of a positive attitude when it comes to language learning will be less likely to suffer from performance and learning anxiety thus making them participate more. I suggested some useful tips and techniques that you as an English teacher could implement in the classroom to help those more reluctant to speak out.

These activities help encourage and motivate students. Not only do they arouse students' interests and associations with the lesson, but they can also develop their skill, and their knowledge of environmental issues

When I applied these activities on my lessons for my students, I become more active and excited. Interaction among students in the class is very effectively.

3. Proposal

To make this research become more popular in teaching and learning, I would like to receive the contributions from the leaders in my school so that I can have the best condition for every lesson:

- Limit the number of students in each English class (about 20 students is suitable)
- Allow some noise when students learn English (especially when they speak out)
- Furnished projectors, speakers, ect for English class

*** REFERENCE**

1. Tiếng Anh 10- **Hue University Publishing House**
- 2.A.J. HOGE, **Effortless English: Learn English like a native**
- 3.Deanna D. Sellnow, **confident public speaking**

4. Websites:

<https://www.youtube.com/watch?v=PEol3es71Dw>

<https://wordwall.net/play/53260/439/990>

<https://www.youtube.com/watch?v=YuY6K09MKU8>