

**EDITORS**  
PROF. AMELIE CHICO  
DR. BABAYEVA-SHUKUROVA FARAHILA FAZIL  
ZOHAI B HASSAN SAIN

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**12TH INTERNATIONAL  
ISTANBUL SCIENTIFIC  
RESEARCH CONGRESS  
ON HUMANITIES AND  
SOCIAL SCIENCES  
PROCEEDINGS BOOK**

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**ZOOM & İSTANBUL, TURKIYE**

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# A DETAILED REVIEW OF THE REPRESENTATION OF GRAMMATICAL FORMS IN THE TEXTBOOK MESSAGES 1, DIANA GOODEY, NOEL GOODEY

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## ABSTRACT

Excellent knowledge of the grammar of a language is a huge advantage. The teacher who teaches a language should transfer his/her knowledge to the students in an individual way. However, this process is largely influenced by different teaching approaches. The improvement or deterioration of the educational practice in language learning also depends on the teacher's decision to choose the appropriate approaches in teaching grammar. In this paper, an attempt is made to give a comprehensive picture of the study of grammatical structures that are taught in the textbook used in the primary schools in the Republic of North Macedonia.

**Key words:** grammar, linguistics, approaches, teaching, schoolbooks

## INTRODUCTION

Human language is the most complex system of signs. Language is made up of many parts, all of which are signs. Sounds, letters, words, sentences are signs. Grammar is a system of signs. A language contains an unlimited set of characters. Language is a system of signs used for communication. It depends on us how much we improve our knowledge of the language and its system. In this paper, emphasis is placed on the morphological review of the grammatical structures used in English language textbooks in subject teaching in the Republic of North Macedonia.

Morphology is part of the science of language (linguistics). It deals with the study of word forms, their formation and their grammatical meaning. Morphology deals only with the external form of words – their construction and division into groups according to grammatical properties.

In this paper, an attempt is made to give a comprehensive picture of the study of grammatical structures through a morphological review of changeable and unchangeable words and word groups, namely: nouns, pronouns, adjectives, numbers, verbs, adverbs, prepositions and conjunctions. Teaching approaches are of great importance and they are influenced by various grammatical paradigms in English language teaching, as well as by basic theories of cognitive processes. In this research is included a purposely selected English language textbook that is in use in subject teaching of English language in



Primary schools in North Macedonia. Also, a large number of experiences of teachers who implement their teaching according to this textbook, but also of scientific researchers who attract attention during the last decade, have been taken into account. The obtained information provides a basis to draw conclusions about the participation of grammar in learning English and to show the basic implications in the teaching of English as a foreign language (TEFL).

Accordingly, this paper aims to examine the current state of grammar teaching, through researching different approaches and psycholinguistic factors, as well as the effect of grammar paradigms. It is provided an attempt which is made to find out how English language teachers influence their teaching practice and how they relate to the relative failure or success in teaching a foreign language, especially in the grammar section.

The morphological review section covers: verbs, auxiliary verbs, main auxiliary verbs, incomplete auxiliary verbs, copulative verbs, causal have; verb form: permanent form and simple form; tenses: present, past simple, future, perfect, going to; tense forms: present simple, present tense, present continuous, past tense, past continuous tense, present perfect, present continuous perfect, past perfect, past continuous perfect, expressing the past tense with would + infinitive and used to + infinitive, future tense, future continuous tense, future perfect, past-future tense, the future perfect-in-the-past, subjunctive, present subjunctive, past subjunctive, imperative, infinitive, infinitive with or without to, infinitive of the perfect, impersonal forms, present participle, forms of -ing, gerund service, past participle, passive, nouns, genitive, pronouns, adjectives, adverbs, prepositions, numbers and conjunctions.

Many definitions of grammatical structures can be given. According to Hornby's dictionary (Hornby, 2000: 516), Oxford Advanced Learner's dictionary, grammatical structures mean: "The rules in language for changing the form of words that are connected in a sentence." A similar definition of grammatical structures is given by Ur (Ur, 1988: 4), "Grammatical structures can be roughly defined as a way of language to manipulate and combine words (or parts of words) in order to form multiple units of meaning."

In contrast, the Longman Dictionary (Longman, 1991), intended for contemporary English grammar, gives the following definition of grammatical structures: they are "the science and practice of the rules by which words change their forms and are combined into sentences." Here, according to Harmer (Harmer, 1991: 1), two basic elements are distinguished, namely: "the rules of grammatical structures and the science and practice of the rules".

The question of whether grammatical structures have a certain place in learning a foreign language is very controversial. There are many opinions, including that of Cameron, who confidently asserts that "grammar has its place in foreign language learning and that it can be very useful if it fits in properly" (Cameron, 2001: 96). Words alone are not enough if students want to express a more complex meaning, that is, if they want to communicate more effectively with others. Scrivener (2003: 2), says: "We use grammatical structures to 'achieve' meaning and to make conversation more precise."

### **A DETAILED REVIEW OF THE REPRESENTATION OF GRAMMATICAL FORMS IN THE TEXTBOOK MESSAGES 1, DIANA GOODEY, NOEL GOODEY – CAMBRIDGE UNIVERSITY PRESS, 2005**

Due to the extensiveness of the presentation of the textbook, it is analyzed in detail in separate units and the specified textbooks content are presented tabular. The textbook is developed according to the grammar it contains by teaching units that the students have to encounter. Also, the grammatical forms that are required in this research are presented in tabular form, where their representation is presented.

The research begins with the selected textbook from the curriculum of the sixth grade in nine-year primary education in teaching English in the Republic of North Macedonia.

MESSAGE 1 is an English textbook, part of the MESSAGE textbook series by Diana Goodey, Noel Goodey – Cambridge University Press, 2005, applied in sixth grade. It is full of interesting and interactive content for the age of the students. It consists of 6 modules in which there are 2 units each. In the following, the contents of the 6 modules will be shown.

**Table 1** Presentation of the grammatical structures in the schoolbooks Message 1

Presentation of the grammatical structures in the schoolbook Message 1							
No.	Teaching Units	Grammatical structures					
1	Module 1 Facts	Verb 'be' – present simple n Wh-questions	The verb 'be' - interrogative and negative form;	Singular and plural nouns	the modal verb 'can' for abilities		
2	Module 2 Things and people	This/That/Those/These	Possessive adjectives and demonstrative pronouns Adjectives Have got + a, an, some, any	What is/are like....?	The verb 'have got' in the third person singular – 'has / hasn't got'	Adjectives	Have got + a, an, some, any
3	Module 3 Daily life	present simple - affirmative and negative form	Wh-questions	Adverbs of time with present simple	"The verb 'have' Interrogative form: 'Would you like...?'	The verb Have	
4	Module 4 Inside Outside	There is/There are	Uncountable nouns	Modal verbs (can/ can't) Imperative	Prepositions	Must/mustn't	Imperative
5	Module 5 Today and tomorrow	Present continuous – present meaning	Personal pronouns in function of direct object	Present continuous – future meaning	Modal verbs: shall, let's (prepositions)	Present continuous – future meaning: Going To	
6	Module 6 Looking back	past simple regular verb forms	there was/were	Wh-questions	past simple irregular verb forms		

By studying Module 1, *Facts*, the student is able to name musical instruments and use vocabulary items for musical instruments when expressing abilities about themselves, family and friends, as well as when describing a musical band.

Also, the student is able to name countries with their capitals and famous places of the world. He/ she should use the lexical units for geographical terms and name famous lakes, seas, oceans, mountains, volcanoes...

The grammatical structures represented in this section are:

- The verb be – present simple and Wh-questions;
- The verb be – interrogative and negative form;
- Singular and plural for nouns;
- The modal verb can for abilities;

Through the module 2, *Things and people*, the student should talk and write about the things he/she owns (point to them, describe them) and talk and write about his family members and friends (describe physical appearance, character and interests).

The student is able to express how he/she feels or communicate a problem and give advice on a given problem or situation. The student learns about the cultural differences between our country and English-speaking countries through two holidays: Halloween and Thanksgiving.

The grammatical structures represented in this section are:

- This/That/Those/These;
- Possessive adjectives and demonstrative pronouns What is/are like....?;
- The verb *have got* in the third person singular – has/hasn't got;
- Adjectives;



- Have got + a, an, some, any.

Module 3, *Daily life*, is the teaching unit that enables the student to speak and write about the things he/she does at home and at school and about his daily routines and habits; to speak and write about young people and their everyday life; to name food, drinks, dishes and food utensils and to be able to talk about what he/she eats and drinks. The student is trained for basic communication in a restaurant: to order food and drink from a restaurant menu. He/she gets acquainted with the celebration of Christmas and New Year in other countries and is able to see similarities and differences with their celebration in our country.

Grammatical structures in this module are:

- Present simple – affirmative and negative form;
- Wh-questions;
- Adverbs of time with present simple from the verb have;
- Interrogative form: Would you like...?;
- The verb have.

Module 4, *Inside Outside*, as a teaching unit, indicates that the student knows how to describe his room, his home and his place of residence, can name things from modern technology and knows how to say how capable he is and in what function he uses them. The student knows how to give and carry out orders.

Grammatical structures in this module are:

- There is/There are;
- Uncountable nouns;
- The modal verb (can/can't);
- Imperative;
- Prepositions;
- Must/mustn't.

In the teaching unit Module 5, *Today and tomorrow*, it is indicated that the student knows how to read, speak and write about the interests, activities and way of dressing of teenagers, he/she should know how to express his future plans, intentions and arrangements and determine them in time. The student knows how to make suggestions, as well as accept and reject suggestions.

Grammar structures in this module:

- Present continuous – current meaning;
- Personal pronouns in function of direct object;
- Present continuous – future meaning;
- Modal verbs: shall, let's (prepositions);
- Present continuous – future meaning;
- Going To.

Module 6, *Looking back*, is a teaching unit that indicates that the student knows how to talk about people from the past, determining their nationality, place and year of birth and occupation and that he knows how to use time expressions for the past tense, as well as the verb form am for the past tense.

Also, the student can recognize and name the basic types of film, apply film vocabulary in specific language functions – expressing likes or dislikes, talking about a favorite film, actor and actress.

The student is able to read with understanding (does reflection on verb forms and lexical units in the context of a story).

Grammatical forms used in this module are:

- past simple of regular verbs;
- There was/were;
- Wh-questions past simple from irregular verbs.

In the following, there is a graphic display for the representation of grammatical forms in the textbook for the sixth grade Message 1.

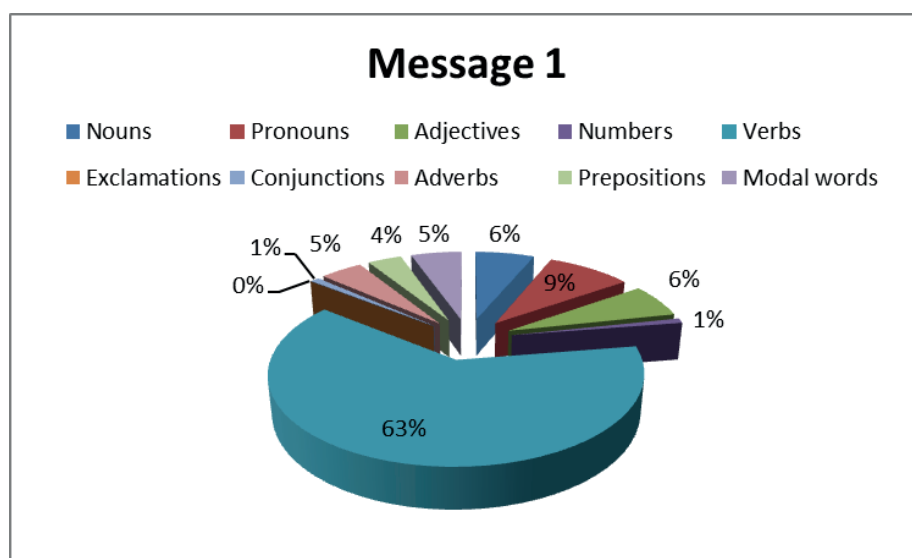


Figure 1 Representation of grammatical forms in the textbook Message 1

## CONCLUSION

Learning a language as a second non-native language is very specific occupation. The whole process depends on many components. The special approach to the grammar part of this process leads to very important skills and values which both the teacher and the student should possess.

First, a detailed review of the morphological aspect of grammars structures is made in textbook MESSAGE 1, Diana Goodey, Noel Goodey – Cambridge University Press, 2005 (purposively selected) and it is noticed that their representation is at a solid level. But still, there may be an option to add in the explanations and exercises given in the textbooks.

Second, the overall process of learning the teaching material depends and from the willingness and motivation of the teacher in terms of how the student will succeed to understand the unit of study and how well it will be applied by the students. The better solution is always to be found a way to facilitate and simplify the process of study the grammatical forms and to motivate students to receive knowledge in an easier way. At the same time, there are constant innovations in modern education, so apart from stimulating the student to learn a language, there is also a facilitating part for the teacher in the preparation of a study lesson of grammatical structures. Such materials in modern education are smart boards and interactive CD-ROMs, in which through game, video and exercises, learning English is much easier and more motivating process.



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