FACEBOOK IN GRAMMAR TEACHING: A LOOK AT THREE EFL CLASSROOMS IN INDONESIA

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Abstract

The Internet has changed the way people communicate, and it could be seen from the spread of Computer-Mediated Communication (CMC). CMC, considered as the fourth revolution in human communication after language, writing system, and printing machine, has been proved to have positive effects on language learning (Warschauer 1997). For examples, it helps learners to put more focus on linguistic forms, produce more complex sentences, and it allows greater amount of language production. Facebook, a popular social-networking website, which is also commonly used by EFL learners, is one example of CMC. Through Facebook, learners could communicate asynchronously or synchronously. This study, looking at three EFL classrooms in Indonesia, aims to find out how Facebook can be integrated in grammar lessons. Referring to two models of teaching sequence, the traditional PPP (Presentation-Practice-Production) and Harmer's (1998) ESA (Engage-Study-Activate), this study explores how Facebook activities could fit into the teaching sequence of grammar lessons and what kind of activities can be used with Facebook.. Although the data come from Facebook, the results of this study could also be applied in other platforms of CMC media or other forms of Internet and Communication Technology (ICT).

Keywords: Classroom activities, CMC, PPP, ESA, Facebook, Grammar teaching.

การใช้ Facebook ในการสอนไวยากรณ์ :
การศึกษาการเรียน EFL สามห้องเรียนในอินโดนีเซีย

บทคัดย่อ

อินเทอร์เน็ตได้เปลี่ยนแปลงวิธีการติดต่อสื่อสารของผู้คนดังอาจจะเห็นได้จากการแพร่กระจายของการ
สื่อสารโดยสื่อคอมพิวเตอร์ (CMC)   CMC ถือเป็นปฏิวัติที่สี่ในการสื่อสารของมนุษย์หลังจากการ
ปฏิวัติทางภาษา ระบบการเขียนและเครื่องพิมพ์ ซึ่งได้รับการพิสูจน์ว่ามีผลกระทบในเชิงบวกต่อการเรียนรู้
ภาษา (Warschauer 1997) ตัวอย่างเช่นช่วยให้ผู้เรียนมุ่งเน้นที่รูปแบบทางภาษา   เขียนประโยคที่
ซับซ้อนมากขึ้นและ   ช่วยให้ใช้ภาษามากขึ้น Facebook เป็นเว็บไซต์เครือข่ายสังคมยอดนิยมซึ่งเป็นที่
นิยมใช้โดยผู้เรียน EFL และเป็นตัวอย่างหนึ่งของ CMC โดยการใช้ Facebook ผู้เรียนสามารถ
ติดต่อสื่อสารแบบเกิดขึ้นในเวลาเดียวกัน, หรือซึ่งเกิดขึ้นคนละเวลาก็ได้ การศึกษานี้ศึกษานักศึกษา EFL
สามห้องเรียน ในประเทศอินโดนีเซียโดยมีจุดมุ่งหมายเพื่อหาวิธีที่จะนำ Facebook มาบูรณาการในการ
สอนไวยากรณ์ โดยการคำนึงถึงรูปแบบของลำดับการสอนสองรูปแบบคือ แบบดั้งเดิม PPP (บอกอธิบาย,
ทำแบบฝึก และ นำความรู้ไปใช้) และงานของ Harmer (1998) ของ ESA (การ
เรียนการสอนที่สนุกสนานกระตุ้นความสนใจของผู้เรียนทำให้ผู้เรียนกระตือรือร้น และรู้สึกถูก
ท้าทาย) การศึกษานี้วิเคราะห์วิธีการจัดกิจกรรมของ Facebook ว่าจะจัดเป็นลำดับการเรียนการสอนด้าน
ไวยากรณ์และประเภทของกิจกรรมที่สามารถใช้กับ Facebook ได้อย่างไร แม้ว่าจะข้อมูลจาก
Facebook ผลการศึกษานี้อาจจะนำมาใช้ในแพลตฟอร์มอื่น   ๆ ของสื่อ CMC หรือเทคโนโลยี
อินเทอร์เน็ตและการสื่อสาร (ICT) รูปแบบอื่น ๆ ได้

Introduction

Grammar is an important element in language learning. Ellis (1992: 232) argues that grammar helps the acquisition of foreign languages. Therefore, despite the fact that there are still opponents to grammar teaching, within the scope of this paper, we need to agree that grammar teaching is important in the teaching of English as a Foreign Language (EFL).

In relation to that, there have been a number of developments in grammar teaching, particularly since the emergence of the communicative approach. However, in teaching grammar, the use of the communicative approach is not the only consideration. There are other things teachers should take into account, for example how an activity is used in the teaching

sequence. Pioneered by PPP (Presentation — Practice — Production), there have been some models like ARC: Authentic Use–Restricted Use–Clarification (Scrivener 1994) and ESA: Engage–Study–Activate (Harmer 1998) that can help teachers in setting up and designing a grammar lesson. Another thing to consider is the use of technology. For instance, in this era of information and globalisation where the Internet is a common medium for people to communicate each other, social networking websites have the potential to be used in language teaching. One of those websites is Facebook.

Facebook was created in 2004, along with the development of Web 2.0 technology which adds interactional features in Internet communication. This started in the US, the popularity of Facebook then spread all over the world including Indonesia. In November 2010, Cutler (2010) reports that Indonesia has become the second largest users of Facebook (after the US). A more recent survey (Gonzales 2011) shows that there are currently more than 700 million users of Facebook around the world and about 39 million of them are in Indonesia. From this 39 million, about 67% of them are in the age range of 14-24 years old, our EFL students. With the above fact that Facebook is a universal phenomenon and is quite popular to our students, we could try to see the potential of integrating it in grammar lessons.

The Internet and Language Teaching

The widespread use of the Internet means that now there are more people get acquainted with its various uses. This fact about the Internet has invited some researchers to study its relation with educational contexts. Fesakis, Sofroniou and Mavroudi (2010), found out that the use of the Internet for communicative learning activities in Kindergarten make the learning fun and enjoyable. This kind of learning situation is one of the prerequisites for language acquisition. In addition, Baran (2010) discovers that, although still minimally used, there are possibilities of using Facebook as a formal instructional tool. All these queries seeking for the possibility of using the Internet as a means of teaching and learning are consistent with what Pritchard (2007: 2) states:

> With the growing awareness of the theory associated with learning and a growing interest in the ways that new technologies might change the way that teachers teach and children learn, there is scope, perhaps even a real need, to

look at what is currently known about learning, especially in relation to the new possibilities afforded by Information and Communications Technologies (ICTs).

With the rapid growth of the Internet use as a media for communication, we need to look at how to utilise this into our teaching. It is not just for the purpose to make our teaching more up-to-date, but more importantly also to explore its potential to help students learn better.

Facebook and CMC

To see how Facebook can be used in grammar classrooms, first we need to see how language is used in Facebook. The main purpose of Facebook is for the users to communicate with other people, their friends. To do so, they could write message to their friends, write comments on their friends' status, activities, photos, or videos, or they can chat one to each other. These communicative practices can be categorised as CMC, Computer-Mediated Communication.

Although CMC could also exist in oral forms like video-conferencing, in linguistic research CMC is mostly related to text-based communication and it is defined as "the direct use of computers in a text-based communication processes" (Mann and Stewart 2000: 2). In addition, CMC also comes in two different modes, synchronous and asynchronous (Hyland 2003). Synchronous writing occurs when people interact in real time, such as chats, while asynchronous writing occurs when people communicate in a delayed way, such as emails (for a review on CMC, see Chun 2008). These synchronous and asynchronous writing activities are what people usually do in Facebook.

Grammar Teaching: Teaching Sequence

There are various theories and models on how to teach grammar. One of them is to see how teachers design the teaching sequence and what kind of activities could be appropriate in the stages of the teaching sequence. We could start with what is traditionally known as PPP model. With PPP the teacher *presents* specific grammatical patterns to the learners, lesson by lesson. Each grammatical pattern is then *practised* systematically until the learners are familiar with it and ready to *produce* it for communication (Scrivener 1994). One typical feature of PPP is the use of drills in practising

the language, where there are accurate reproduction and controlled repetition. This is an extension of the audio-lingual method, a method associated with the behaviourist approach.

However, as a derivation of the behaviourist approach, PPP model is said to be teacher-centred. Alternatives to PPP are then presented, and one model is ESA (Harmer 1998). With ESA, teachers can make the learners *engaged* in their learning emotionally. Engaging activities will arouse the learners' interests, make the lesson more fun, and promote better learning. Nunan (1991) explains that the learner's negative emotional aspect towards learning could block the target language. Furthermore, teachers can also make the learners consciously *study* the language item being taught. The main focus is on the construction of the language. In this stage, learners could pay attention to the explanation from the teacher, discover the language structure through texts, or practise certain grammatical features. Lastly, teachers can *activate* learners' language to get the learners to use the language for communicative purposes. Using the language in communication is in line with the principle of real-operant conditioning for grammar teaching (Batstone and Ellis 2008). In relation to the first Engage stage, in this stage grammar is also considered as a tool for the learners to be engaged in effective communication. To help learners acquire the language, they need to use it in real communicative activities. Each of the three elements in every teaching sequence discussed above needs not be in a linear order. For example, unlike in traditional PPP, it does not have to be in a straight line of Presentation→Practice→Production. Quoting Byrne (1986) Harmer (2001: 83) mentions a more flexible PPP:
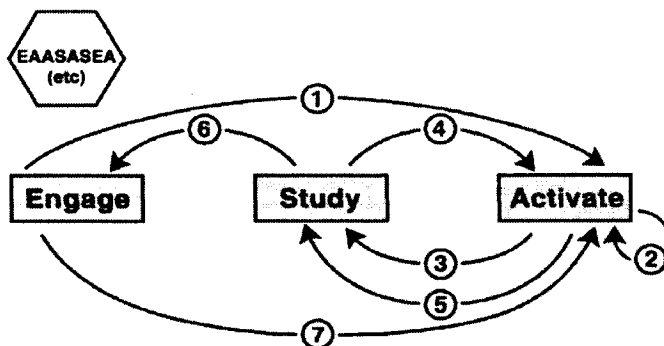
Figure I
Byrne's alternative to PPP
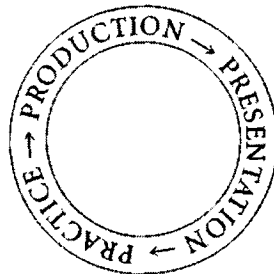
(Harmer 2001: 83)

The same thing applies to ESA. For example, the order of the elements should not necessarily be fixed, because there are situations where teachers could rearrange and develop the order to be E-A-S, E-S-A-S-A, or any other order depending on the nature of the lesson. The following figure shows a possible use of ESA in a classroom.

Figure 2
Extended ESA variation

(Harmer 1998: 30)

The figures above tell us that grammar teaching could be presented in different stages with various activities. However, despite the fact that there are a number of approaches to the concept of teaching sequence, in this study the analysis will only be based on PPP and ESA.

The Present Study

This study can be categorised as classroom-based action research. Traditionally, classroom research is limited to the activities conducted inside classrooms. With the rapid growth of ICT, however, the term classroom needs to be redefined as learning environment (Nunan, 2005). While for action research, Nunan (1992) also explains that action research has three major characteristics: carried out by practitioners, collaborative, and aimed at changing things. As a classroom-based action research, this study was conducted within a learning environment – including the Internet, carried out by EFL teachers, and has the objective to involve Facebook as a means in grammar teaching.

Research Questions

In this study, the researcher tried to find out to what extent Facebook could be used in grammar teaching. There were two research questions for this objective:

1. How does the use of Facebook fit into the sequence of grammar teaching?
2. What are the types of grammar activities that can be used with Facebook?

Source of Data

The data were taken from the following three EFL classrooms in Indonesia:

Table I
Source of Data

No.	Course	Institution
1.	Structure III	English Department, Satya Wacana School of Foreign Languages, Salatiga, Central Java, Indonesia.
2.	Structure I	English Department, Sintuwu Maroso University, Poso, Central Sulawesi, Indonesia.
3.	English (General English)	First Grade, Widya Wacana Senior High School, Surakarta, Central Java, Indonesia.

Instruments of Data Collection

The data was based on the lesson plans (see Appendix A, B, and C) for three grammar classes. The lessons plans were developed by the teachers and the researcher tried to analyse and find evidence from the lesson plans to answer the research questions. In addition, there were also interviews with the teachers to elicit more data. Sometimes there were details that were not visible from the lesson plans, and to get additional information the researcher asked interviewed the teachers.

Results

The data were analysed based on the activities from the Lesson Plans. However, in line with the objectives of this study, the writer put more

emphasis only on the activities involving Facebook, seeing from the PPP and ESA models.

Lesson I

The following table is the summary of the lesson, while the complete lesson plan is in Appendix A. In this table, the activities are arranged in a chronological order of the activities as given in the complete version of the lesson plan.

Table 2
Classroom Activities in Lesson I

No.	Teacher's Activities	Students' Activities
1.	Introduction: Greet the students and small chat	Introduction: Greet the teacher and small chat
2.	Explain about gerund phrase	Pay attention, take notes
3.	Ask ss to do exercise	Do written exercise
4.	Ask ss to express their feeling, thoughts, ideas in a sentence, and give feedback.	Express their feeling, thoughts, ideas in a sentence
5.	Explain about infinitive phrase	Pay attention, take notes
6.	Ask ss to do exercise	Do written exercise
7.	Ask ss to express their feeling, thoughts, ideas in sentences, and give feedback.	Express their feeling, thoughts, ideas in sentences.
8.	Closing: Explain homework, close the class	Pay attention, take notes

From Table 2 we can see that the activity with Facebook is actually not used during the classroom meeting but as homework. However, we still can see how it is used as an extension from the teaching sequence in the classroom. To see that, we need not to look at the main stages related to the teaching sequence, including the Facebook activity as homework.

1. Activity I: Introduction.
    This is not discussed under PPP, but the Engage stage in ESA.

2. Activity 2: Lecture.
    This is the Presentation stage in PPP and the Study stage in ESA.

3. Activity 3: Exercise on Handout
   PPP views this as Practice and ESA as Study. Here, the students work with restricted grammatical choice in the exercises.

4. Activity 4: Sentence Construction Exercise
   This is the Production stage in PPP and the Activate stage in ESA. According to the teacher, this is a bridge activity for the Facebook activity later.

5. Activities 5, 6 and 7 (infinitive phrases)
   These activities are the repetitions of activities 2 – 4 on a different grammar topic.

6. Facebook Homework
   The students post sentences in Facebook, communicating freely one to another. Although outside of the physical classroom interaction, with similar explanation to activity no. 4 and 7, this is the Production stage in PPP and the Activate stage in ESA.

From the description above, treating the two grammatical items separately, we could conclude that there are 5 main stages of the grammar teaching sequence of Lesson I:

Table 3
Summary of the Teaching Sequence of Lesson I

Activities	PPP	ESA
Introduction	-	Engage
Lecture	Presentation	Study
Handout Exercise	Practice	Study
Sentence Production	Production	activate
Facebook Homework	Production	Activate

We can see that this lesson follows the standard sequence of the two teaching models. There are repeated stages, but they do not change the order of the sequence. In PPP model the order is Presentation-Practice-Production-Production, while with the ESA model it is Engage-Study-Study-Activate-Activate. We could probably say that the repeating stages are actually one stage with two different activities.

Lesson 2

The following table is the summary of Lesson 2 and the complete lesson plan is in Appendix B. The same with Table 2, here the lesson plan is simplified and based on the activities.

Table 4

Classroom Activities in Lesson 2

	Teacher's activities	Students' activities
PRE-ACTIVITY	1. Explaining scope of the study in this lesson	Paying attention
	2. Explaining the course objectives	
CORE-ACTIVITY	3. Explaining continues tenses	Paying attention
	4. Asks students to form groups of three, and: a. identify the tenses of the sentences used in Facebook b. Do error analysis on the sentences. c. Write their own posts containing continuous tenses.	Go to Facebook
POST-ACTIVITY	5. Asking students about the difficulties in Facebook activities	Discussing difficulties
	6. Concluding the material	Paying attention
	7. Giving description about the next material	Paying attention

From the lesson plan above we could see that unlike in Lesson I, here the teacher includes Facebook activities in the classroom interaction. In terms of the teaching sequence, we can classify the lesson to the following main stages:

1. Activities I and 2: Introduction
   This is not part of PPP. However, this is the Engage stage in ESA.

2. Activity 3: Lecture on continuous tenses
   Just like the lecture in lesson I, in this activity the teacher explains grammar. It is the Presentation stage in PPP and the Study stage in ESA.

3. Activity 4a : Pattern Recognition
   This is a point where the students use their grammatical knowledge to recognize grammatical patterns in Facebook. This is the Practice

stage in PPP and the Study stage in ESA. Here, the students practise their knowledge of particular grammatical structure and notice the target language as it arises in the text.

4. Activity 4b: Error Analysis
    This is a noticing activity where the students work on restricted grammatical patterns. The students notice the errors and correct them. This is Practice in PPP and Study in ESA.

5. Activity no. 4.c: Sentence Production
    This activity is similar to the homework activity in Lesson I, but here it is done in class. Therefore, this is the Production stage in PPP and the Activate stage in ESA.

6. Activity 5: Evaluation
    Here, the teacher discusses with the students about the difficulties they have during the activities with Facebook. This is a Presentation in PPP and Study in ESA.

7. Activity 6: Conclusion
    At this point the teacher summarises the lesson and re-explains the key points of the lesson. This is the Presentation stage in PPP and the Study stage in ESA.

We can conclude that this lesson has more variations than Lesson I in terms of the teaching sequence and activities. To sum up, there are seven main stages in this lesson:

Table 5
Summary of the Teaching Sequence of Lesson 2

Activities	PPP	ESA
I. Introduction	-	Engage
2. Lecture	Presentation	Study
3. Pattern Recognition (Facebook)	Practice	Study
4. Error Analysis (Facebook)	Practice	Study
5. Sentence Production (Facebook)	Production	Activate
6. Evaluation	Presentation	engage/study
7. Conclusion	Presentation	Study

This lesson exemplifies the alternatives to the standard PPP or ESA models. At the beginning, it seems that it follows the standard sequence, but later it cycles back to the beginning of the sequence. One interesting thing is that the introduction session where the teacher explains the scope and objectives of the lesson is not part of PPP since it is not part of the grammar lesson. From ESA perspective, however, this could be an engaging stage where the teacher involves the students emotionally before learning the grammatical elements. In addition, this could be the part where the teacher starts building students' motivation in learning the lesson.

Lesson 3

This is different from the first two lessons, since there is no fixed lesson plan. At the end of the class, the teacher just asks the students to write free sentences on Facebook at home, communicating each other. The teacher then monitors this and at the next meeting supplies feedback to the students. PPP will see this as a Production stage. From the ESA perspective, the sentence production is seen as an Activate stage, because the students use English sentences to communicate freely.

At the next meeting, the teacher conducts error analysis exercises to the sentences and presents an explanation to certain grammatical points. At this point, this becomes a Presentation stage in PPP and a Study stage in ESA.

From the discussion above, we could see that although there is no fixed lesson plan, this lesson still has a logical sequence. The sequence could be summarised as follows:

Table 6
Summary of the Teaching Sequence of Lesson 3

Activities	PPP	ESA
Communicating through Facebook	Production	Activate
Feedback from teacher	presentation	Study

Although it does not happen in one class meeting, this is similar to the homework in Lesson I. The difference is the order of the sequence. In lesson I, the students have been lectured and have even practised with the grammatical items before using it in Facebook. On the other hand, in this Lesson 3 the students first use the grammatical items in their sentences before the explanation from the teacher.

Discussion

In the following section the answers to research questions are presented. They are related to the teaching sequence and type of activities that can be used with Facebook in grammar classrooms. At the end of this section there is also a brief discussion about Facebook as a means of CMC and its implication in EFL teaching and learning.

Teaching Sequence

To see how Facebook fits in the teaching sequence more clearly, let us explore the following table:

Table 7
Facebook Activities in Different Stages of Teaching Sequence Models

Lessons	PPP	ESA
Lesson 1	production	activate
Lesson 2	practice, practice	study, activate
Lesson 3	Production	activate

From the table above we can see that Facebook is used in various stages of the teaching sequence models. From PPP point of view, it exists in the Practice and Production stages. In ESA, it is used in Study and Activate stages.

Using Facebook activities during the Practice stage in PPP and Study stage in ESA will help the students develop more knowledge and understanding of the grammar. Moreover, by utilising Facebook in the Production stage in PPP and Activate in ESA, the students will not only be equipped with the knowledge but also apply it in communication.

Actually, activities with Facebook can be used in any stage of any teaching sequence model, depending on the teacher's creativity and familiarity to the Facebook platform. For example, the teacher could also use Facebook in an Engage stage in ESA, which was not found in the data here.

Looking at the teaching sequence from three different approaches has given us a wider view on how Facebook activities could fit in a grammar lesson. From here we could say that Facebook activities could fit in any stages of the teaching sequence and could be a possible medium for grammar teaching and learning.

Types of Activity

The following table summarises the types of the activity with Facebook in the lessons.

Table 8

Types of Facebook Activities

Lesson Plans	Activities
Lesson Plan 1	As homework, students practise specific grammar patterns within their sentences to communicate with their friends in Facebook
Lesson Plan 2	Students read the sentences in Facebook and try to find specific grammatical patterns in them. Students find specific grammatical problems in the sentences in Facebook and correct them. Students practise specific grammatical patterns within their sentences to communicate with their friends in Facebook
Lesson Plan 3	As homework, students use English sentences, not particularly using specific grammatical patterns, to communicate with their friends in Facebook.

In relation to the activities in Table 8 above, there are several things we need to discuss:

1. In activities 1 and 5, there are delays before and after the Facebook homework. This delayed effect is one of the features of consciousness-raising (Ellis 1992). Grammar teaching does not have to directly lead to grammar learning; it could happen gradually in longer term.

2. In activities 2 and 3, students do noticing on isolated grammatical pattern. This is also a consciousness-raising activity, which is important for focused attention and can promote acquisition.

3. In activity 4, the teacher is in control of the activity and could provide assistance directly when they need it. This is a good exercise to activate the use of the language inside classrooms. Harmer (1998) mentions that this kind of activating their language in the safety of classroom is important because it could assist their language use in the real world.

4. In activity 5, without focusing on any particular grammar pattern, there is a kind of deflection occurring during this activity. The learners will only realise about the grammar points until the teacher

discusses their sentences at the next meeting. Moreover, this activity reflects the real-operant conditioning principle (Batstone and Ellis 2008) where the learners practise the grammar for communication with the main focus is on meaning rather than form.

Facebook as a medium for communication

Traditionally, when teachers need their learners to practise their English, it could be done orally in face-to-face interactions (e.g. dialogue drills, role plays, group discussions) or learners could be asked to do grammar written exercises. This is one way for the learners to use their English during Practice and Production stages in PPP or during Study and Activate stages in ESA.

However, the Internet has changed how the people communicate. There are now more people use the Internet as a medium for communication (Eldon 2010, Cutler 2010, Horton 2010, Gonzales 2011). In other words, CMC is now a universally common practice. There have been suggestions that this phenomenon should be incorporated in language teaching. With or without realising it, this Internet technology has been embedded in our daily lives. It has been part of our background, daily activities and as Chapelle (2003: 1) suggests, '.... it may be necessary to bring it back into the foreground to explore its implications for language teachers and researchers'.

As mentioned earlier, Facebook activities resemble CMC activities and CMC has been described as the hybrid (Kost 2008) or bridge (Handley 2010) between spoken and written language. It incorporates the features of speaking and writing. Furthermore, research has shown that CMC could bring positive effects on language learning. It could help students to produce higher level of grammatical complexity, amplify learners' attention to forms, and it could increase language production (Warschauer 1997). These linguistic features show the positive impact of CMC in language learning. In relation to that, Beauvois (1998) and Payne and Ross (2005) also suggest that it is possible that CMC could help the development of oral proficiency. All of these positive facts about CMC should be taken into account in considering the possibility of integrating Facebook or other similar CMC media in grammar classrooms.

This research shows that Facebook, as a means for CMC, could be used in different stages in grammar classrooms and there are activities that could be used with Facebook. Along with these findings and the overview of the

benefits of CMC resulted from previous research, the idea of incorporating Facebook in grammar classrooms is worth trying. Facebook could be a new way in engaging EFL learners in the learning environment, a 'workbook' for EFL learners to practise and study grammar, and a possible communicative medium where EFL learners could produce and activate their English.

Conclusion

This study proposes a methodological overview of how Facebook can be used in a grammar lesson. The data was taken from three grammar classes in Indonesia. Analysing the lesson plans from those classes, this study reveals that Facebook can be used in different stages of a teaching sequence and there are various activities that can be used with Facebook to assist and enrich the teaching and learning in grammar classrooms.

However, the choice of Facebook as the scope should not be seen that what we have discussed so far could only be applied to Facebook. It could represent the use of other social networking or CMC platforms where students can interact and communicate each other, where they can use the language. With the development of ICTs, we should take into account that the place for teaching and learning are not merely limited inside the four walls of a classroom. Utilising all the potential offered by ICTs could enrich the teaching and learning experience, both for the teachers and the learners.

This study is still on the surface of this issue. It only uses Facebook as one of the means of CMC, and the analysis is only based on the lesson plans, focusing only on the teaching sequence and types of activities. Direct observation of the classroom interaction and considering students' perception on the use of this technology would provide better and wider view on this matter. In other words, further studies involving more data, more pedagogical aspects, and more samples would provide us with a more complete understanding of how the Internet can be used in grammar teaching and learning.

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Appendix A

Lesson I

Lesson Plan

Course Details		
Course/ Code	:	Structure III / DE 3215
Credit	:	2 credits
Objective	:	Students will be able to understand the basic principles and the use of gerund phrases and infinitive phrases in English sentences.
Week	:	13
Topic	:	Gerund Phrases and Infinitive Phrase
Time	:	100 minutes

Classroom Activities

No.	Activities		Time	Media / Activity type
	Teacher	**Students (ss)**		
	Introduction: Greet the students followed by a small chat	Introduction: Greet the teacher and small chat	5'	
	Explain gerund phrase	Pay attention, take notes	15'	White board, handout
	Ask ss to do the exercise	Do the written exercise	15'	Handout
	Ask ss to express their feelings, thoughts, ideas in a sentence, and give feedback The sentence must have gerund phrases.	Express their feelings, thoughts, ideas in a sentence	15'	Notebook
	Explain an infinitive phrase	Pay attention, take notes	15'	White board, handout
	Ask ss to do the exercise	Do the written exercise	15'	Handout
	Ask ss to express their feelings, thoughts, ideas in a sentence, and give feedback. The sentence must have infinitive phrase.	Express their feeling, thoughts, ideas in a sentence	15'	Notebook
	Closing: Explain homework, close the class	Pay attention, take notes	5'	

HOMEWORK
Assign ss to post her/his status on FB, then should comment one each others' posts.

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Appendix B

Lesson 2

Lesson Plan

COURSE	:	STRUCTURE I
CODE	:	MKB III 063
SKS	:	3 credits
MEETING	:	8th
TIME	:	150 minutes

A. INSTRUCTIONAL AIMS

GENERAL INSTRUCTIONAL AIM:	After following the course for this semester, it is hoped that the students will understand and will be able to construct sentences in English .
SPECIFIC INSTRUCTIONAL AIMS:	1. Students are able to identify kinds of continuous tenses in short texts. 2. Students are able to construct sentences with continuous tenses.

B. TOPIC DISCUSSION	: Tense
C. SUB TOPIC DISCUSSION	: Continuous Tenses

D. TEACHING ACTIVITIES :

PHASE	LECTURER'S ACTIVITIES	STUDENTS' ACTVITIES	MEDIA OF TEACHING	TIME
PRE-ACTIVITY	1. Explain the scope of the study.	Pay attention	Whiteboard	15'
	2. Explain the scope of the study			
CORE-ACTIVITY	3. Explain functions of: a. Continuous tenses b. Present tenses	Pay attention and take notes	Whiteboard	30'
	4. Asks students to form groups of three, and: a. Find out facebook sentences (status or posts) written in English, and identify the tenses used in the sentences. b. Check if there is any mistake in the sentences (status or posts), and if there is, write down the correct one (in a separate paper). c. Construct a sentence of perfect tenses and continuous tenses, and post it to students' facebook page.	Go to Facebook	Mobile Phone and Laptop (to access Facebook website) Notebook	60'
POST-ACTIVITY	1. Ask students about their difficulties during the core activity	Answer if there was any difficulty during the	Whiteboard Board markers	30'

		core activity or not		
	2. Conclude the material	Pay attention	Notebook	10'
	3. Describe the next material	Paying attention		5'

E. HOMEWORK:
1. Students are given short texts and they have to identify the kinds of continuous tenses and perfect tenses in the short texts.
2. Students have to construct sentences by using continuous tenses and perfect tenses.

F. REFERRENCES
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Appendix C
Lesson 3

This lesson was from a first grade class in a senior high school. The students were teenagers, 14-15 years old. There was no fixed lesson plan or materials provided. However from the teacher's explanations, the following steps were taken:

a. The teacher asked the students to write sentences, statuses and comments on Facebook at home.

b. The teacher monitored the status updates and comments and gave feedback at the beginning of the each class. The feedback was mostly on the errors in tenses, to be, pronouns and spelling.