I. Introduction

Nowadays there is a departure from customary practice to treat the morphological and syntactic subsystems as a resource for making meaning in a context-sensitive manner. This will necessitate dealing with the complexity of grammar, demonstrating that there is much more of concern in the teaching and learning of grammar than whether or not students produce grammatical forms accurately. This complexity is partly captured by the fact that form is only one of three dimensions: form, meaning and use.

The students remember best what they themselves construct. The advantage for constructing or generating what one says may simply be another manifestation of transfer-approach processing when the demands of output practice makes the demands of subsequent use, student's performance is maximized (Larsen-Freeman, 2003: 22). Transfer is a dynamic process in which forms have meanings and uses in a rational, discursive, flexible, interconnected, and often system, while grammar is the ability to use grammar, structures accurately, meaningfully, and appropriately (ibid: 142-143).

Reflection is a purposeful act of thinking which seeks solutions to problems encountered in the process of teaching and learning (Loughran, 1996). Reflective practice in ESL/EFL is based on understanding of self’s society and moral purposes and
involves stopping, noticing, evaluating and inquiring about problems encountered in different situations.

Reflective practice is becoming a dominant paradigm in ESL/EFL teacher education programs worldwide. Pennington (1992: 47) defines reflective teaching as "deliberating on experience. She further proposes a reflective development orientation as "a means for (1) improving classroom processes and outcomes, and (2) developing confidences, self-motivated teachers and learners." The focus here is on analysis, feedback, and adaptation as an ongoing and recursive.

One way to combat a modification of language teaching is to promote and encourage the practice of reflective teaching. According to Schon (1983) "when someone reflects-in-action, he becomes a researcher in the practice context. He is not dependent on the categories of established memory and technique, but construct the model of teacher preparation, and teacher education stresses that teaching professionals should be reflective practitioner (Blyth, 1997: 50-66 Jordanian, 2009: 43-59, Kingingers, 1995: 123-144).

Reflected Teaching Practice provides "skills to examine [one's] own teaching and to take responsibility for [one's] own professional development which needs to be based on a continual process of reflection, reassessment, and renewal (Klapper, 2000, P.149).

Reflective method has not been used in Iraq yet; since so its effect is unknown, this study investigates the effect of using reflection in teaching English grammar.

It is hypothesized that there is a positive effect of using reflection in teaching English grammar on students' achievement.
An experiment has been conducted, R x O has been used the "Post-Test only, Equivalent Groups- design. R x O1/ RCO2 has been used. (Best and Khan, 2006: 179)

A sample of students in the First year/ English Department/ College of Education has been divided randomly into an experimental group taught by using Reflecting and a control group taught by using explicit, traditional method. Both groups have been equalized in some factors, such as age, achievement in English, parent's level of Education. After teaching for six weeks, the test has been administered and data have been collected and analyzed. It has been concluded that the hypothesis of this study has been validated. It means that this method is effective in teaching English grammar and it is suitable to be used with Iraqi students of English.

II. Theoretical Background
Promoting Reflection on Grammar

Most articles in the literature trace the reflective practice to John Dewey (1933/1993). He brought to force the discussion of treating professional actions as experimental and reflecting upon action and their consequences. He said that growth comes from a 'reconstruction' of experience so by reflecting on our experiences we can construct our own educational perspective.

Regardless of the ways in which the various areas of language teaching are specified-reading, writing, listening, and speaking skills; interpersonal, interpretive, presentational modes; communication, cultures, comparisons, connections, and communities goal, each area merits greater intention in novice teacher preparation. However, The focus of attention here solely on the method for encouraging a reflective approach to the teaching of grammar preference to past learning experiences is problematic in that, as Blyte notes, Many foreign language teachers hold traditional beliefs about explicit grammar
instruction that is no longer supported by current research in linguistics and second language acquisition. The techniques used in reflective teaching are:

1. **Input Enhancement Technique**

   The areas of focus to enhance the reflective practice of grammar instruction are:
   1. Reflecting on Input Enhancement Techniques:
      A: Textual enhancement
      B: structured input activities
   2. Dialogue Journals: A tool for encouraging reflective practice with focus on form.
   3. Reflection on Inductive Grammar presentation

1. **Reflecting on Input Enhancement Techniques**

   Input plays crucial role in second language acquisition. Input is defined as "language that second language learners are exposed to in a communicative context." (Vanpatten and Behati, 2009). It is an essential ingredient of second language acquisition and that the acquisition will not happen if their students do not have opportunities to receive comprehensible input.

   Reflecting is a cognitive style of learning for SL learners. It is to learn more effectively when they have time to consider new information before responding. Helping instructors reflect on the role that input plays in second language acquisition also helps them reflect on, critique, and make sense of different teaching practices, teachers need to learn how to work with input in foreign language instruction.

   Mere exposure to target language may not be sufficient in many learning contexts (Polio, 2007). We should help learners to attend to input, so that they can make the necessary form-meaning connections. This position sparked the creation of
many techniques to encourage learners to pay attention to input, (Sharwood1981: 159-168 & Smith ,1991: 118-132).

Input enhancement the idea work with formal properties of language for the purposes of acquisition is best alone if the learner is actively processing input (Wong, 2004)

The resurgence of interest in reflective practice may be due in part to other emergent trends in education, such as a renewal interest in constructive learning theory. In constructive learning theory, students are engaging and interacting with content and the world (Piaget, 1932, Vygotasky, 1982). This theory regards reflection as a central factor in the teaching learning process, reflection practice is thoughtful practice where teachers sometimes, as Wallace (1991) suggests 'informally evaluate various aspects of their professional expertise"

For teachers of adult English language learners, Richard (1995, P:5) maintains that self inquiry and critical thinking can "help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking".

There are two techniques for reflecting input enhancement:

A. Textual enhancement:

Textual enhancement is an external form of input enhancement by which learners' attention is drawn to linguistic form through physically manipulating certain aspects of the text to make them easily noticed. Textual enhancement is also an implicit form while focus remains on meaning (Nassaji & Fotos, 2011: 138-140).

There are different forms of Textual enhancement in written text. They can be accomplished by typographically highlighting certain target words embedded in the text by means of textual modifications such as underlying, boldfacing, italicizing.
Steps of textually enhancement texts:
1. Select a particular grammar point that you think your students need to attend to.
2. Highlight that feature in the text using one of the enhancement techniques or their combination.
3. Make sure that you do not highlight many different forms as it may distract learners' attention from meaning.
4. Use strategies to keep learners' attention on meaning.
5. Do not provide any additional metalinguistic explanation.

Textual enhancement in oral text: oral input can be made more noticeable through various intonational and phonological manipulations such as added stress, intonation or repetition of the targeted form, or even through gestures of the movement, or facial expressions (Nassaji & Fotos, 2012: 41-42).

Textual enhancement is capable of inducing learner noticing of externally enhancement forms in meaning learning input, learners may automatically notice forms that are meaningful, simple enhancement of meaningful form contribute to comprehension, and compound enhancement is more likely to induce deeper cognitive processing than enhancement. It provides learners with correct models of the language (ibid: 45)

B. Structured Input Activities
It helps students process grammatical form correctly. Structural input activities (SI) require that learners attend to and process target grammatical structures in order to interpret the meaning of input, e.g. because learners have a tendency to rely on lexical items to interpret meaning, if the goal of foreign language students is to learn simple tense forms, an SI activity would structure the input in such a way so that learners must rely solely on form only to interpret temporal reference. In the examples given, adverbs of time have been separated from verbs so that the learners must rely on the verb to determine the temporal reference of each sentence.
Sample of Structured Activity

You will hear sentences that describe activities that Claude did yesterday or activities that he will do tomorrow. Listen carefully to the verbs in order to determine whether the action happened yesterday or will happen tomorrow.
1. a. yesterday b. tomorrow
2. a. yesterday b. tomorrow
3. Teacher's script
   Claude
   … talked to his mother.
   … walked his dog in the park.
   … will call his aunt Freida.

Reflection Activity
- Simple Present or present perfect
  How do you use technology with your students?
  How are your students' habits changing because of technology?
  Write a journal entry about how you feel about these changes,
  a. To teach future probability and possibility with modals
     Example:
     Less certain

<table>
<thead>
<tr>
<th>Situation:</th>
<th>More certain</th>
</tr>
</thead>
<tbody>
<tr>
<td>He's got a baseball hat on.</td>
<td>It's the middle of a baseball game.</td>
</tr>
<tr>
<td>Less certain.</td>
<td>He is throwing a ball to his teammate.</td>
</tr>
<tr>
<td>a. He could play baseball.</td>
<td>b. He must play baseball.</td>
</tr>
<tr>
<td>b. He might play baseball.</td>
<td>(must) to express probability (90% certain)</td>
</tr>
<tr>
<td>c. He may play baseball.</td>
<td>c. He plays baseball</td>
</tr>
<tr>
<td>Explanation: could, might, may (to express possibility (less than 50% certain).</td>
<td>There are facts, you are certain (100%)</td>
</tr>
<tr>
<td>May shows that your are a little more certain that something is true.</td>
<td>(Larson-Freeman, 2007: 72)</td>
</tr>
</tbody>
</table>
2. Teaching Journal Dialogue: A Tool for Encouraging Reflection Practice with a Forming meaningful communication

Teacher education programs have attempted to formalize reflective practice through structured exercises and writing, the most common type of writing being journal writing (Ross, 1990).

Types and Uses of Teaching Journals

Gorman (1998) calls his 'teacher journal' an "ideal keeper", a place of recommending the events of everyday student suggestions and successes, instructional brainstorming, and self-critique. Some scholars have, however, suggested less free-form approaches to writing. Three more structured types of reflective journals are guided journals and double-entry journals, and dialogue journal. He uses answers and questions. Other assignments is to ask students to write about successful and unsuccessful teaching events, why each did or did not succeed, what context affect outcomes. "Double-entry journals" involve a two-step writing process (Hobson, 1996; Riskos, and Vukelich, 2002).

Dialogue journals can be means to develop interpersonal communication, a way to provide individualized form-focused instruction; a way to assist students in becoming self-directed learners, and to engage in open reflective, and flexible practice.

According to Bell (2009: 187) by adopting meaning-focused dialogue journal to include a focus on form and focusing on one specific grammatical feature at a time while simultaneously attending to meaning, teachers can begin to involve learners in taking an active role in language learning as they provide grammar instruction.

Dialogue journal have traditionally been used as a means of creating a continuous line of communication between
teachers and students, encouraging creative writing in the target language. The topics of the dialogue journal are selected by the students on the basis of their own interests (Staton, 1988, P:20). The language teacher, however, can adjust the dialogue journal so that he opens forum for meaningful forms. For example, while students are composing dialogue journal entries on self-selected writing topics, they can be encouraged to provide meaningful language practice activities using the new forms.

"Dialogue journals" are journals that will be shared with others. In most cases the "dialogue" will be with a supervisor (Stephen and Reimer, 1993). Dialogue can also be with peers, however, and in the sense of intrapersonal communication, any rereading of a journal by its author creates a type of dialogue.

Reflection

Make a list of fine things to do before taking an exam. Say what may/might/could happen if you don’t follow this advice.

Example: Don’t stay up late the night before an exam, otherwise you might feel tired or sleepy during the exam. (Wisniewska et al, 2007, P: 87).

Using a teaching-journal: Dimension of the Reflection

As a framework for considering the various products of reflective journals, the model that is used is dimensions of reflection suggested by Jay and Johnson (2002), descriptive, comparative and critical. These dimensions clearly owe a debt to earlier typologies of reflective practice.

Descriptive

Sparks-Langer et al (1990) found the most basic kind of reflective practice to be concerned with practical and technical aspects of teaching (such as planning lectures, creating exams, and managing students.) This is used to record material covered
in class. The journal keeps track of what subjects students have written about and discussed. Another descriptive dimension of journaling involves writing students' comments and exchanges with them during the class discussions.

The comparative dimension of journaling goes beyond writing down simply what happens in class to examining the class from different perspectives. (Jay and Johnson, 2002). Journal provides an opportunity to recall which areas students had difficulty understanding and which areas we need to emphasize or explain in future.

**Critical**

The highest-order thinking occurs in the critical dimension of reflection. There are two ways in which reflective teaching can be critical: in the sense considering broader implications and deeper meaning of classroom instruction (Jay and Johnson, 2002), and in the sense of self-critique and continuous learning and improvement. Student evaluation might will send us back to our journals booking to see how we might have created a certain impression or communicated an approach that we did not intend. A critical approach allows more detailed evidences in support of our perspective, and allows more time for discussion. Journals also provide motivation. Reading the journal entries helps us to get back into the context of the class and renew our enthusiasm for the students and the course.

**3. Reflection on Inductive Grammar Presentation**

Part of the difficulty in affecting change in Grammar teaching practices stems from a lack of exposure to alternatives. Inductive presentation are input rich. Learners receive floods of input first and they work with that input meaningfully to discover underlying patterns and grammatical rules. It is done by student's attention is focused first on the contextualized
grammatical structure, often through the use of story (Adair-Huck & Donato, 2002, p.293) or authentic text (Paesani, 2005); then they are invited to draw conclusions about the rules that govern the examples. Instructors may subsequently recap and provide meaningful language practice activities using the new forms. Inductive is used in the sense of "employing logical reasoning out of the grammatical rules by examining the specific examples provided. The complication in the terminology is that to "deduce" also means "to determine by logical reasoning". In the case of deductive grammar presentation, it is the instructor who is providing the reasonal then explanation, first stating the general rule then giving specific examples.

Another complication is by the introductive of the notion of the 'implicit' and 'explicit' grammar explanations, referring to whether or not the grammatical rules are explicit articulated, typically in metalinguistic terminology, while all deductive grammar presentation are considered explicit (Norris and Ortega, 2000), some researchers equate 'inductive' with implicit' (Haght, Herron and Cole, 2007). This explains the principle of constructivist pedagogy.

III. Principles for Teaching Grammar

1. Integrate both inductive and deductive method in teaching.

In the deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercises designed to clarify the grammatical point and help the learners master the point. In deductive teaching you work from principles to examples. Whereas in inductive teaching, you present the learners with samples of language of guided
discovery, get them to work out the principle or rules for themselves,

Nunan (2003: P:162) integrates both approaches and he believes that the deductive requires less mental effort, so he prefers induction because it demands greater mental effort and this will result in more effective learning in longer term and its techniques result in learners retaining more of the language in the long term. Below is an example of using reflection in this respect.

**Reflection**

Is the following teaching sequence an example of a deductive or inductive approach? What grammar point is being practiced?

1. Students have pictures illustrating the following actions: students write the number the of the activity next to the correct picture.
   - 1. Take a cooking lesson. 2. taking a driving lesson. 3. Study English. 4. Take a singing lesson. 5. Take a swimming class. 6. Study computers.
2. Students listen to and practice the conversation.
   - Glenda: What are you doing over the break.
   - Valerie: I'm going to take a swimming class.
   - Glend: O' really? Where?
   - Valerie: That sounds like fun.
3. Students Practice the conversation again writing many activities. From No.1

2. **Use tasks that make the relationship between grammatical form and communicative functions.**

   When teaching the passive voice show why the passive voice is used to place the emphasis on the action rather than on the doer, to hide the identity of the doer, etc. (Nunan, 1983: 159)
4. Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge is knowing language rules. Procedural knowledge is being able to use the knowledge for communications.

Students have declarative knowledge (they can state or declare the rule), but not procedural knowledge (they cannot or do not use the rule when using the language to communicate). Students need to develop mastery of target language items, not by memorizing rules, but by using the target items in communicative context. This learning through use or learning by doing principle is one that has come to use through the approach to education known as experimentalism. (ibid: 160).

5. Using Discourse-Based Activities in Teaching Grammar

Grammar as language use refers to the ability to understand and use grammar in communicative discourse. Thus, a discourse-based view of language teaching emphasizing the communicative use of grammar suggesting that learners must comprehend what is actually being communicated, regardless of the apparent meaning of the syntax. Grammar must be presented flexibly as a tool to achieve communicative goals through expressing particular meaning, cohesion and coherence according to the requirement of the context (Edland, 1995).

Discourse analysis is not used for study of grammar usage but rather is aimed at investigating the nature of social interaction. Then it is used for cultural and pragmatic purposes.

Discourse level input provide learners with repeated authentic examples of the important forms and only discourse-level output can give the learners the necessary chances to produce new forms. Consequently, form-focused discourse is becoming used in newer ESL/EF/ textbooks to teach the four second foreign language skills. In classroom activities
discourse-level output producing target forms is viewed as essential in promoting noticing and ultimate acquisition of the target structures (Nassagi and Fotos, 2011: 58). Critically reflection helps teachers make informed decision in classroom. It helps them to distinguish the dimensions of students' actions and motivations they can affect from those that are beyond their influence.

Many activities can be used in classroom such as:
1. Teachers exploring authentic and non-authentic language use.
2. Teachers using discourse-level input and output.
3. Teachers having student write discourse for authentic purpose.
4. Using Discourse-Based Activity Template.

The provision of opportunities for From-focused discourse-level output can greatly support implicit and explicit grammar instruction and can promote increased learner awareness of grammar forms, this is leading to SLA.

Classroom Techniques and Tasks

Nunan (2003) provides creative techniques in which learners have the freedom to use a range of structures to express their meanings.

Input enhancement: it refers to the language that is made available to the learner. It is a technique for getting students to make the grammar item that the teacher wants to introduce teachers draw students attention to items that are meant to be noticed by "flagging" them in some way such as through highlighting, underlining, or coloring.

Example:
For (3rd person singular possessive determiner)

One upon a time there was a king. He had a beautiful young daughter. For her birthday, the king gave her a golden
ball that she played with every day. The king and his daughter lived near a dark forest (Goughty and Willions, 1998).

**Consciousness-raising:** activities are designed to get the learners to notice a particular grammatical feature or principle. However, learners are not required to use or practice the target item.

Example: Study the coloring examples and work out the rule for the correct order of direct and indirect objects in English.

We took a gift for the teacher.
We took the teacher a gift. (Nunan, 2003: 3)

Fotos and Ellis (1991) designed consciousness-raising tasks for consciousness-raising tasks and explicit rule articulation. In these tasks, learners worked interactively in small groups to solve grammar problems in the target language. Learners are more likely to notice target structures in consciousness-raising tasks than when not directed in any way towards the target (i.e., in purely communicative tasks) and that learning outcomes in consciousness-raising tasks where students figure out the rules are at least as effective as students' being given the rules.

Here is an example adopted from Fotos and Ellis (1991: 626) of a consciousness-raising tasks:

Put students in group of four. Hand each group a set of cards. For example:
1. Correct: The teacher pronounced the difficult word.
2. Incorrect: The teacher pronounced the class the difficult word.
3. Correct: I bought many presents for my family.

Students are told that different verbs may have their objects in different orders. In groups they are to study the correct and
incorrect English sentences, then work together to decide where the direct and indirect objects can be located for the verbs in their sentences.

Thus, the consciousness-raising tasks work to make students aware of specific teachers of the target language by figuring out for themselves the properties of these features (Larson-Freeman, 2003, P: 13).

**Grammar dictation** (or Dictoglass, as its is called by the creator, Ryth Wajnrybe) involves learners collaborating in small groups actively using their language, and reflecting on the way grammar works in context (thus reinforcing formal function relationships). It also encourages students to reflect on their own output. The technique is a relatively simple one. The teacher dictates a passage containing target language forms at normal speed.

Students take notes and then work in small group to reconstruct the original passage. The following example is taken from Ruth Wajnrybe (1990) who devised the technique.

**Garlic the great healer**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Health and Medicine</th>
</tr>
</thead>
</table>
| Language points | Present perfect simple tense  
Past simple tense  
Time expressions  
Causal constructions |
| Preparation | bring to class a clove of garlic |
| Warm-up | 1. in class, ask a volunteer for gaming game.  
2. blindfold the volunteer and ask him or her to try and identify the clove of garlic by touch alone (this stage of the activity should be carried out with the volunteer's back to the class.)  
3. If the student is unable to guess, invite others to try, until the garlic has been |
identified.
4. They point out to the students that people often have strong attitudes to garlic. Ask your class how they feel about it, and why.

<table>
<thead>
<tr>
<th>Pre-Text Vocabulary</th>
<th>to use (v) to put into action for some vocabulary purpose. to heal (v) to make well again natural (adj) found in nature, not artificial. safe (adj) free from risk or danger antibiotic (n) a medicine that kills bacteria. Juice (n) the liquid part of a plant infection (n) the spread of germs.</th>
</tr>
</thead>
</table>

Text:
1. All through history people have used garlic for healing.
2. People used it in India and China over 5000 years ago.
3. Because it is a natural medicine. It is a very safe antibiotic. During world war I, for example, doctors used garlic juice because it helped stop infection

Figure (1) Books for Teachers: Grammar Dictation (Oxford University Press. 1990)

**Garden Path:** The task is set up to get students to overgeneralize. It is based on inductive learning. Students study examples of the language and come to an hypothesis or generalization. The generalization is too broad. They are given disconfirming evidence and then have to modify their hypothesis (Ibid: 162).
Example:

T: Look at these examples for forming superlative adjectives. (writes on the board. Cute ----- the cutest; Grande ---- the grandest
Now make superlatives out of "beautiful" "outrageous" "expensive"
Ok, Now what have you written? Sonia?
S: Beautifulest, outrageouset, expensivest
T: No, for these words, the superlative forms are "the most beautiful" "the most outrageous" "the most expensive"
Now, I want your to get into groups and figure out the rule … who thinks they have the answer? Jones's group.
S: It is about how big the word is. If it is the big word, you use 'most'.
T: Big, Hmm. How do we measure the size of words?
S: The number of syllables. OK and how many syllables do "beautiful "outrageous" and "expensive"
S: three
T: three O.K. so, who can state the rule?
S: adjectives with three syllables form the superlative with 'most'
(While, 1998).

5. Reflective Activities for Teaching Grammar in the Classroom

The purpose of this section is to show how some of the ways that the concept and techniques already discussed are realized in the classroom. In the first two sequences, Teacher A and B were using the same task, as were teachers C and D. It is interesting to notice the very different ways in which a set of materials can be exploited by different teachers. These activities are also used to show how the teacher can use reflective teaching.
Reflection

Study the following sequences in which two different teachers (Teacher A and B) are using the book Expressions I. Then think about these questions:
1. In what ways are the lessons similar? In what ways are they different?
2. Which is more affective teacher? Why?

1. Get Ready
A. Write the number of the words in the correct place in the picture (1-10). Use each word once.
1. tall  2. glasses  3. young  4. middle-aged  5. blond hair  
6. short hair  7. curly hair  8. large earrings  9. short  10. moustache
B: Read the sentences:
Write T True or F for False
Write T for True and F for False.
1. Sandra has short hair.
2. George has a moustache.
3. Kati has earnings.
4. Amy is short.
5. Tony has curly hair.
6. Eric is tall.

Figure (2) Expressions (Heinle/ Thomason, 2001)
**Figure (2) Expressions (Heinle, Thomson, 2001)**

<table>
<thead>
<tr>
<th>Teacher A</th>
<th>Teacher B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T:</strong> Ok, now, look at the picture and the words. Can you see the people?</td>
<td><strong>T:</strong> Right everybody: Remember those words? Siu Wing?</td>
</tr>
<tr>
<td><strong>Ss:</strong> Yes</td>
<td><strong>S:</strong> Yes</td>
</tr>
<tr>
<td><strong>T:</strong> So, now we are going to practice the words. Listen to me and repeat. &quot;Erik is tall,&quot; &quot;Erik is tall&quot;</td>
<td><strong>T:</strong> Tan?</td>
</tr>
<tr>
<td><strong>S:</strong> Erik is tall</td>
<td><strong>S:</strong> Yes</td>
</tr>
<tr>
<td><strong>T:</strong> again</td>
<td><strong>T:</strong> Ok. I am going to say a word, and I want you to make a statement and note what you can see on the page. OK?: &quot;Um… George Siu Ming?</td>
</tr>
<tr>
<td><strong>Ss:</strong> Erik is tall</td>
<td><strong>S:</strong> George has a moustache</td>
</tr>
<tr>
<td><strong>T:</strong> Good! Amy.</td>
<td><strong>T:</strong> (laughs) we’ll, yes, that is true, but not one that you can see on the page. Try again.</td>
</tr>
<tr>
<td><strong>Ss:</strong> Amy is tall</td>
<td><strong>S:</strong> Um… George is middle-aged</td>
</tr>
<tr>
<td><strong>T:</strong> Is?</td>
<td><strong>T:</strong> George is middle-aged. yes. right.</td>
</tr>
<tr>
<td><strong>S:</strong> Has.</td>
<td>Short hair. Tania</td>
</tr>
<tr>
<td><strong>T:</strong> Yes…?</td>
<td><strong>S:</strong> Kath has short hair</td>
</tr>
<tr>
<td><strong>S:</strong> Amy has glasses.</td>
<td><strong>T:</strong> She does? (Shakes head)</td>
</tr>
<tr>
<td><strong>T:</strong> Amy has glasses. Yes, right.</td>
<td><strong>S:</strong> Oh…um…Tony has short hair.</td>
</tr>
<tr>
<td><strong>Every one.</strong></td>
<td><strong>T:</strong> That's good. Tony has short hair.</td>
</tr>
<tr>
<td><strong>Ss:</strong> Amy has glasses.</td>
<td>Repeat Everybody!</td>
</tr>
<tr>
<td><strong>T:</strong> George.</td>
<td>Tony has short hair.</td>
</tr>
<tr>
<td><strong>Ss:</strong> George has glasses.</td>
<td><strong>Ss:</strong> Tony has short hair.</td>
</tr>
<tr>
<td></td>
<td><strong>T:</strong> Good. Tony's almost bald!</td>
</tr>
<tr>
<td></td>
<td>(laughs)</td>
</tr>
</tbody>
</table>
Commentary

<table>
<thead>
<tr>
<th>Teacher A</th>
<th>Teacher B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses audio-lingual (Substitution) drill. He is concerned with grammatical accuracy not with meaning. Students make grammatically correct but semantically incorrect.</td>
<td>He achieves the same goals, but within a communicative context. The students make grammatically and semantically correct. The exercise is creative. Students have a choice over the who to describe and what aspect of their appearance to focus on.</td>
</tr>
</tbody>
</table>

Reflection (2)

Study the following teaching sequences in which two different teachers are using the book expressions.
1. Then think about these questions.
2. In what ways are the lessons similar? In what ways are they different?
3. What is the purpose of each teaching lesson?
4. Which is the most effective teacher? Why?

Focus in

A. Look at the chart. When do we use does/doesn’t? When do we use do/don’t?
- Do you know George?
- Do they know your boss?
- Does he have glasses?
- Does she have earrings?
- Does he have curly hair?
B: Match the questions and answers. Then practice with a partner.
1. Do you know Lisa?
2. When do we use do/don’t?
3. Yes, I do
4. No, they don’t.
5. Yes, he does.
6. No, she doesn’t.
7. No, he doesn’t. He has straight hair.
8. A. No, you don’t.
2. Does she have long hair?
3. Do they wear glasses?
4. Does he have long hair?
5. Do I know him?

C. Fill in the missing information. Then ask your partner the questions.
1. --------- your parents wear glasses?
2. --------- your best friend have curly hair?
3. --------- your sisters wear earrings?

B. Yes, they do.
C. No, he doesn’t
D. Yes, I do.
E. No, she doesn’t

Figure (3) Expressions 1 (Heinle/Thomson, 2001)

<table>
<thead>
<tr>
<th>Teacher C</th>
<th>Teacher D</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Ok, then, I want you to work in your pairs. Keivin, who is your partner?</td>
<td>T: I want you all to look at the grammar box. What … what does it show us? … Anyone? Alice.</td>
</tr>
<tr>
<td>S: (nods)</td>
<td>S: About do/does.</td>
</tr>
<tr>
<td>T: Good. Ok, look at the questions and answers in the , um, yellow box. I want you to practice the questions and answers in your pairs. OK? Kevin – Can you and Jackie do the first one for the class?</td>
<td>T: Ok, good. It shows us when we use the verb do/don’t, does/doesn’t in questions. Look at this table. (Puts the following table on the board.)</td>
</tr>
<tr>
<td>S: Do … do you know George?</td>
<td><strong>Do/don’t</strong> does/doesn't</td>
</tr>
<tr>
<td>S: Yes, I do.</td>
<td>I, you, we</td>
</tr>
<tr>
<td>T: Ok. Excellent… So –off you go. (Ss practice the questions and answers in pairs)</td>
<td></td>
</tr>
</tbody>
</table>
sounded pretty good. Now, I'm going to ask you some questions, and I want you to answer me, OK? Sharmy, do you know Kevin?
S: Yes, I do
T: Of Course you do! (laughs) Kevin, do you wear earring?
S: No, I don’t.
T: How about Sharmy? Does she war earrings?
S: Yes, she does.
T: Yes, she has great earrings. Doesn’t she? Um, Lillian, do you have curly hair?
S: Yes, I am.
T: Yes, I …?
S: Does… sorry…do.
T: yes, I do. Yes, I do. Good. Ok. So… When do we use do/don’t and when do we use does/doesn’t?
Puts the following table on the board.

<table>
<thead>
<tr>
<th><strong>do/don’t</strong></th>
<th><strong>does/doesn't</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I, Sandra</td>
<td>he, Erik</td>
</tr>
<tr>
<td>you, we</td>
<td>they</td>
</tr>
<tr>
<td>your best friend</td>
<td>Amy, your boss, they</td>
</tr>
</tbody>
</table>

T: Some of these words are in the wrong box. Understand? Yes?
Ss: (nod)
T: Ok, I want to you to work with your partner. Copy the table, but put the words in the right box. Then see if you can add two more items to each box. answers with your partner.

(Nunan, 2003: 166-167)

Commentary
Teacher D has the same pedagogical objectives and Teacher C. However, she tackles the task somewhat differently. She focuses the students on the grammar point to be studied, presents, the grammar box deductively, and then gets students to find samples of the grammar item. Only after students have studied the grammar point does she get them practicing questions and answers using the point. Again, we see that two different teachers have exploited a set of materials in very different ways.

Reflection (3)
Study the textbook excerpt in Figure 4 and the teaching sequences that follows:
Then think about these questions.
1. Is teacher E an effective teacher? Why or why not.
2. What comment would you make about the teacher's approach to grammar?

Look at the information below, describe what Bill like your partner. Your partner will suggest gifts for Bill. Decide which suggestions are good. Bill likes cook, TV., tennis. He already has a lot of books, tennis ball, videos. Make a list of suggested gifts to Connnie,
Student B Work in Pair Suggestion

Describe what Connie like for your partner. Your partner will suggest gifts for Connie. Decide which suggestions are good.

Figure (4) Expressions 1 (Heinle/Thomson, 2001)

<table>
<thead>
<tr>
<th>Teacher E</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Right now are you ready to do the information gap task? Yes? We've done lots of these, now, haven't we?</td>
</tr>
<tr>
<td>Ss: (nod)</td>
</tr>
<tr>
<td>T: The purpose of this task is to give you more practice in the language we're learning in this unit. What ARE we practicing? Remember?</td>
</tr>
<tr>
<td>S: Talk about what people like?</td>
</tr>
<tr>
<td>T: Talking about what people like- good. And?</td>
</tr>
<tr>
<td>S: Talking about gift giving.</td>
</tr>
<tr>
<td>T: Talking about gift giving. Right. These are out our communication goals. And what structures do we use to do things? … Anyone? …yes, Mary?</td>
</tr>
<tr>
<td>S: What do you like? And what do you like doing?</td>
</tr>
<tr>
<td>T: Great! And we use like to talk about things, right? And like doing to talk about activities. What about making gift giving suggestions?</td>
</tr>
<tr>
<td>S: Let's</td>
</tr>
<tr>
<td>T: Ok, good. Let's get him a CD, or Let's get Tom a golf club. Ok, now WHEN do we give people gifts? WHEN? Yes, Monica?</td>
</tr>
<tr>
<td>S: Birthday.</td>
</tr>
<tr>
<td>T: Birthdays are good. (Writes birthdays on the board.) Jonny?</td>
</tr>
<tr>
<td>S: New… New baby.</td>
</tr>
</tbody>
</table>
| T: That's good suggestion. (Writes new baby on the board and continues eliciting until there are a number of event on the
The students complete the task. As they do so, the teacher circulates and monitors. When she hears a mistake, we write it in a notebook, but doesn’t interrupt the students.)

T. Ok. I think everybody’s finished now. Right, good. So, now I want you to do the same thing for Connie. B, tell A what Connie likes. A will make suggestions. Write them down then decide on the best one, Ok?

(Again, the teacher circulates and monitors. At one point she is stopped by one pair, listen to their question and says "it is called a subscription-a subscription.")

T: OK, time up. Let’s hear what each pair decided. (Teacher elicits responses from the students and writes them on the board.) Well, that’s great- look at all these interesting gifts. Which of these gifts would YOU like to receive, Jonny? …Sorry?

S: The California Fitness Subscription.

T: Yeah, I like that one, too. How about you, Sophie?

(She continues, eliciting student's preferences and writing their names next to the gift.)

T: Ok, now, you all did very well, but I noticed few mistakes creeping in here and there. Look.

(She writes the mistakes from her notebook on the board and gets students to self correct.)

Commentary

The task illustrates the relationship between form and function in context that makes clear to the learners one communicative use for the structure. It also illustrates the way that both declarative knowledge and procedural knowledge can be worked into a pedagogical sequences. The teacher displays a number of attributes of the effective teacher. She begins by spelling out the purpose of the task, reminding students of the
language point and communication goal. She elicits ideas from the students rather than simply telling them, checks to see that students are correctly set up for the task, provides models, monitors the students, acts as an informant for one pair, personalizes the task during the debriefing, and providing corrective feedback at the end of the task.

IV. Previous Studies
   The authors investigated the teaching and learning processes involved when developing reflective teaching practices in new teachers. The authors focused on “fusing” teaching strategies across disciplines, so that the instruction by content teachers and ESL specialists reinforced each other. The authors were able to conclude that reflective teaching practices proved valuable in teacher collaboration, peer interaction, collaboration across disciplines, and the development of effective lessons.

   Birmingham presents and discusses real experiences of new and experienced teachers. He describes how reflective teaching practices positively affected each experience regardless of how the teacher felt about the practice prior to the research. Birmingham was able to conclude that in culturally diverse learning and teaching environments, reflections proved to be valuable in helping teachers make needed adjustments in order to meet their students’ needs better, consequently improving the learning and teaching environment.

The authors discuss formatting journals from free-form style to structured styles like “guided, double-entry, and dialogue.” Their “dimensions of reflection” includes discussing descriptive, comparative, and critical styles of reflecting. The authors recount the positive impact of journaling on their careers as teachers. They strongly believe that reflective journaling enables the teacher to improve instruction.


Researchers explored ways in which teachers could uncover the assumptions that guided their instruction in order to better understand their teaching and determine the attitudes and beliefs that hindered success. This was accomplished as they reflected on how they learned, how their students learned and what they knew, how their colleagues approached teaching, and what theoretical literature revealed about the teaching process. As a result of examining these assumptions, teachers were more confident in their teaching and provided excellent models of critical thinking that students could follow.


Researchers explored whether students involved in reflective teaching groups could better explain the educational process, including the variables encountered in education and whether they would reflect more positively on themselves as teachers and on the preparation they received in their undergraduate teacher training. They found that reflective teaching promotes thinking about teaching itself and greater confidence in one’s ability to teach; however, they did not find that the participants could identify more variables encountered
within the act of teaching itself. According to the authors, this last observation warrants further research. Their extensive experiences working with reflective teaching groups apart from this study do suggest that participants better recognize potential variables in the educational environment following their involvement with the groups.


The researchers explored whether self-reflection of teaching practice correlates with greater writing achievement among students. The study concluded that there is a relationship between the reflectiveness of teachers and the success of their students. Furthermore, the students of self-reflective teachers do experience greater writing achievement than those of teachers who are not self-reflective.


This study discusses the importance of teaching educators how to reflect on their instruction and the academic achievement of their students, so they can make needed changes. Video cameras were placed in classrooms to make recordings of the teachers while classes were in session. The teachers then reviewed the videos and received feedback from colleagues, trainers and students. The author found that teachers benefited the most from the videos because they were able to quickly identify aspects of their instruction that needed to be modified, and they could apply this knowledge during future classes.


The author recounts how self-reflection helped her gain valuable insights into her teaching as she implemented an authentic teaching model. Through thinking back over her interactions with students and faculty, she was able to identify...
strengths and weakness with her teaching and understanding of South African culture.


This study explores ways that teachers can engage in reflective teaching. Methods detailed include DATA (describe, analyze, theorize and act), critical thinking, experimental, action research, critical incident, concept mapping and storytelling. Through utilizing these, participants reflected on their instruction and made necessary modifications.


The researchers explained an “empirical model of reflection” by analyzing episodes, or basic units of reflection, from lectures taught by the participants and providing a detailed explanation of the types and the goals of reflection. There are three types of reflection. The first involves formative evaluation: determining improvements to instruction that can be made. The second involves formative evaluation/advanced thinking: making generalizations about teaching based upon one’s instruction. The third involves advanced thinking: constructing new knowledge about teaching based upon one’s experience. There are four goals of reflection. The first involves assessing teaching effectiveness: deciding if one’s instruction demonstrates quality. The second involves improving teaching: actively changing instruction to improve the quality. The third involves assessing student learning: determining if students are learning. The fourth involves fostering learning: changing instruction to result in greater student learning. They found that formative evaluation/advanced thinking and advanced thinking occurred more frequently when reflection occurred after their
The Effect of Using Reflective Method in Teaching English Grammar

Discussion of the Previous Studies

Most of the previous studies investigate the role of reflective teaching and the role of teacher's reflection in acquiring cultural background. Most of them had been conducted on the sample of teachers, and trainers in teaching English and students of English (Fatemi, et al, 2001). None of them is an empirical study that goes on line with the present study. Fatemi’s study discusses the effect of teachers' reflection on creative writing abilities and the relationship between teacher's reflection and students' achievement in writing.

The findings of all of these studies confirm the positive effect of using reflection in teaching in general and developing teachers and student ability in reconstructing, development of critical thinking and cultural background and creativity.

V. The Methodology

To fulfill the aims of this study, a sample of students has been chosen. The experimental design used in this experiment is Post-test only, Equivalent-Groups design R x O1 RCO2. (Best & Khan, 2006: 415)

The sample of this study consists of forty students. They are divided into two groups of students twenty students each, one as an experimental (taught with reflection) the other is the control group (taught traditionally with out reflection). These two groups have been equalized in native language, level of achievement of grammar, and age. After instruction for six weeks. The material taught include tenses and modals, they are taught according to Reflective method by using Grammar Dimensions, Form, Meaning, Use Book 2, written by Wisniewka et al (2007). Which is based on teaching integrative
skills and grammar by using reflection. They are taught according to a model plan. Appendix (B) and activities mentioned in "Grammar in the classroom" have been used. A test has been constructed, its objectives have been derived according to the material taught. The scoring scheme is that each item takes (4 marks), the total is 100 marks. The validity has been ascertained by exposing it to a jury of experts, and reliability has been ascertained by using test re-test method. The test has been administered and data have been analyzed. See Appendix (B).

VII. Analysis of Data

T-Test formula for independent samples has been used to find out whether there is a significant difference between the mean scores of the control group and the experimental group in the post-test scores. The mean of the control group is (51.5) while the mean of the experimental group is (62). It has been found that the calculated t-test value is (2.072) as compared with the tabulated t value is (2.021).

So, there is a significant difference at 0.05 level. This indicates that the hypothesis of this research is validated.

\[
T = \sqrt{ \frac{(X_1 - X_2)^2}{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2} \frac{1}{n_1 + 1/n_2}}
\]

Where:

- \(X_1\) = the mean of the first group
- \(X_2\) = the mean of the second group
- \(N_1\) = the number of the subjects in the first group
- \(N_2\) = the number of the subjects in the second group
- \(S_1^2\) = variance of the first group
- \(S_2^2\) = variance of the second group

This indicates that there is significant difference between the experimental and the control group, as shown Table (1).

Table (1)
The Mean, Standard Deviation and 'T' Value of Post-Test

<table>
<thead>
<tr>
<th>Group</th>
<th>No. of Student</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degree of Freedom</th>
<th>t-Value</th>
<th>PC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>20</td>
<td>62</td>
<td>14.732</td>
<td>2.072</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>20</td>
<td>51.5</td>
<td>17.2153</td>
<td>38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The difference in mean is (10.5) which indicates there is difference in mean is (10.5) which indicates there is difference on behalf of the experimental group.

VIII. Discussion of the Results

The statistical analysis of the results indicates that the achievement of learners in grammar of the experimental group is significantly higher in average than the achievement of the learners in the control group in the total scores of the post-test. It is concluded that the effect of using reflective teaching is highly considered and the hypothesis of this study is validated.

We can interpret that teaching grammar by using the reflective ability in grammar, encourages critical thinking, increases motivation for interaction fulfilling student's needs, frees the teacher from routine, and teachers reflection of their teaching helps them to know what they have achieved in their classroom.

All studies, in addition to this study, indicate that textual enhancement provides learners with correct models of language and induce deeper cognitive processing than enhancement, possibly to the extent of engendering "overlearning".
IX. CONCLUSIONS

It has been concluded that:

1. The achievement of the experimental group in grammar has been improved through using reflection.
2. Reflective teaching is necessary to enable students to rethink, reconstruct, and to know form, use, and meaning.
3. Reflective teaching is more effective in teaching grammar, though it is somehow difficult for students and teacher and it needs more exposure.
4. It is advisable to adopt this method in Iraq.
5. It frees the teacher from routine and helps him to know what objective has he accomplished.
Appendix A

The Test

Q1. Reflection
1. Think of one study skill that you would like to improve. Describe in detail how you usually practice this study skill. Try to break your description down into several different steps. Read your description to your partners.
2. Think of three ways you would like to improve your study skills. Write an action plan. What skills are you going to improve? How are you going to improve? How are you going to work on them?
3. Make a list of five things to do before an exam. Say what may/might/could happen if you don’t follow this advice.
4. Think of three key event in your life. What happened? Why were they important? Make sentences using time?
5. Write three things you have done that have helped you to learn English. Make a class list and display the results as a class poster.
6. Which of these activities have you done this week in English? Check your answers. Then circle the activities you want to do but haven’t done yet. Share your answers with a partner.

Have your written ….?- a letter - A newspaper - an email - an essay
Have you read ….? – a grammar – a novel – a magazine –
Have you spoken to -----? – a friend – a co-worker – a teacher – a counselor
7. Make a list of five things that you have been doing recently to improve your English and five thing you have not been doing.
Q2: Read each situation and circle the statement that best describes the situation.

1. Bill started reading that book last weekend. He has not finished yet. He will probably finish it tonight.
   a. Bill has read that book.
   b. Bill has been reading that book.

2. My brother just can't quit smoking, even though he knows it's a bad habit. He started smoking when he was seventeen, and now he's almost thirty.
   a. I usually start work early everyday.
   b. I start work earlier then usual these days.

3. He's carrying a French newspaper.
   a. He could be a French.
   b. He may be French.
Appendix (B)
Lesson Plan
A. Activity (1)
Textual Enhancement in Oral Texts
Student: and she catched her.
Teacher: She CAUGHT her? Enhanced with added stress.
Student: Yeah, caught her.

Activity (2)
Simple present or present progressive?

<table>
<thead>
<tr>
<th></th>
<th>Examples</th>
<th>Explanation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Philippe watches six TV. Programms a day</td>
<td>for an action that happens regularly again and again</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>A: Where is Philippe? B: in his room. He is watching T.V.</td>
<td>For an action that is in progress at the time of speaking</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Carmina lives in Mexico city</td>
<td>For facts, situations, and states that we do not expect to change</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Angela is living with her mother for the time being (someday she will move to a house of her own)</td>
<td>For situations and actions that are temporary and that we expect to change</td>
<td></td>
</tr>
</tbody>
</table>
Reflection: Think of one study skill that you would like to improve. Describe in detail how you usually practice this study skill. Read your description to a partner.

**Appendix C**

**Learner's Post-Test Score**

<table>
<thead>
<tr>
<th>No.</th>
<th>Experimental Group Scores</th>
<th>No.</th>
<th>Control Group Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td></td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td></td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td></td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td></td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td></td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>10.79</td>
<td></td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>86</td>
<td></td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td></td>
<td>.81</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td></td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td></td>
<td>52</td>
<td></td>
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<tr>
<td>68</td>
<td></td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td></td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td></td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>1.</td>
<td></td>
</tr>
</tbody>
</table>

\[
\begin{align*}
X_1 &= 62 \\
\sum X_1 &= 1240 \\
\sum X_{12} &= 81004 \\
\sum (X_1)^2 &= 1537600 \\
SD &= 14.7327 \\
\sum^2 &= 217.0526 \\
X_2 &= 51.5 \\
\sum X_2 &= 1030 \\
\sum X_{22} &= 58676 \\
\sum (X_2)^2 &= 1060900 \\
SD &= 17.21535 \\
\sum^2 &= 296.3684
\end{align*}
\]
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