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MONOGRAPHY

The teaching of English grammar on senior students in the “Instituto Nacional de Occidente” (INO), during the morning shift, classroom “A” in León, Nicaragua, 2011.

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Index

	Pages
Acknowledgments.....	I
Abstract	II
Introduction	5-7
Justification	8
Statement of the Problem.....	9
Objectives	10
Contextual Framework	11-13
Theoretical framework.....	14-32
Conceptual Framework.....	33-35
Design Methodology.....	36-37
Development of the Investigation.....	38
Data analysis and results	39-54
Conclusions.....	55-57
Recommendations.....	58
Bibliography.....	59-62
Annexes.....	63-83

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ABSTRACT

This research stemmed from a great emphasis on the teaching of grammar detected in senior students' English learning. In this study, forty-six high school students, in the 5th grade, from the morning shift were selected for this investigation. The information was gathered at the INO, in Leon-Nicaragua, in 2011 during five months, from April to August. The research was developed through the use of the inductive method, which was based on a series of observations, and data collected from INO's fifth grade section "A". They were used different sources to create a possible solution and explanation to the found problems in learning English in this grade. Moreover, a survey was fulfilled to find out the point of views and their attitudes toward the teaching of grammar. This investigation finishes by giving a general conclusion based on the analysis of three important aspects of this investigation. In addition, some recommendations are given based on the main weaknesses that limit students' English learning. At the same time, it is suggested the need to explore new approaches to the teaching of grammar which will be based on the combination of new elements, as visual aids and communicative tasks. To clarify this, the recommendations given through this paper are only meant as means of reflection in the hope of improving the teaching of grammar and students' learning of the English foreign language.

Introduction

The teaching of grammar as a means to learn a foreign language is a polemic subject and of great concern in linguistic teaching. In many countries the application of the explicit teaching of grammar has been introduced as an essential topic in basic education. Many investigations have been done to verify grammar's usefulness for learning a foreign language.

There was a period where the teaching of grammar was considered a mistake not in sense of teaching EFL in Central America for excess of regulations that had to be applied on it as, the emphasis on task repetitions and memorization of grammar rules that used to create confusion and overpowering on teaching and students' learning. However, a new awareness of the need of grammar teaching and learning have been taken part into the education program in Central America after a period when the teaching of grammar had fell into disuse. As a matter of fact, several different theoretical approaches have been highlighted to learn a foreign language as it is the teaching of EFL through grammar learning. In fact, there are linguistics like Scholl who believe that grammar represents the beginning and end of the linguistic learning (Scholl, pp, 199-210).

Nowadays, it seems that foreign language education emphasizes on teaching grammar to improve knowledge and more comprehension of English in Latin-America. As the most compelling evidence, many linguistic researchers agree with the necessity of learning grammar to use a foreign language with more accuracy. For Titone (1976, p. 171) such teaching has its base on the most convenient method to teach and the period of time and the circumstances to teach grammar. Then, he suggests that teachers of foreign languages should ask themselves some questions to anticipate any didactical problem in grammar teaching such as: "How", "when", "how much grammar should I teach?" and "what should I teach?".

Correspondingly, this study is based on describing the teaching of grammar implemented on a group of students chosen from the INO. The INO was taken as an important reference for this study due to its long historic importance in the education of many Nicaraguan people. Thus, this investigation was made in the first term of the 2011 academic year, from April to August. During this study, we were interested in getting to know students' attitudes and opinions on grammar teaching to know how comfortable they feel towards the way they are learning the English language.

To put it another way, this piece of research emerged as a need of knowing some possible weaknesses in the English teaching in the 5th grade, classroom "A". We do not claim that the results that are presented in this paper are totally negative or positive considering that we could perceive a variety of results that were taken from the instruments used in this study. In addition, this study was conducted to learn more about the interest that these students have in learning grammar to improve their comprehension of English, as a means of getting some vital information to accomplish this research.

The first part of this work starts with a general overview of the importance of grammar in a language teaching. It presents the objectives that we had in mind by the time we started this research and the purpose of this investigation which is followed by a brief description of the contextual framework of the INO. Moreover, we took into account as vital support to this investigational work some general approaches to teach grammar available on books, the Internet, magazines, and previous researches regarding the role and importance of grammar in a language teaching. Moreover, we present a survey that shows the points of views of a group of students that study grammar as a means of improving their comprehension of English. This research work concludes with the analysis of all the data collected during this investigation and the most important issues that arose from the instruments that make a conclusion and some recommendations in this investigation possible.

Finally, it is expected that this paper may be useful as an instrument for the foreign language teacher of the Instituto Nacional de Occidente (INO) in the future. At the same time, this paper will be useful to inform the headmasters about the results gathered and accomplished in this investigation.

Justification

These days, many people think that grammar is a very useful tool in the process of learning a foreign language. Correspondingly, many people assure that teaching and learning grammar contribute to the comprehension of a new language.

Through this paper we will not try to impose our thinking about whether or not it is convenient or overpowering to teach English grammar. Through this investigation, we want to investigate the importance of teaching grammar for learning English as a foreign language. In this work, we pretend to research and report the importance of grammar in English learning, taking as an example to support this study a group of students at the INO by observing their own progress of English learning to identify any deficiency which may require remedial work. It seems that there is a need of teaching grammar to educate students to understand and use the English language more effectively. However, the results of dissatisfaction of English comprehension that many students have caused us to investigate about the teaching of English at the INO. In fact, we thought that the students were not motivated enough and consequently they were not deeply interested or focused on the grammar lessons. In this sense, we pretended to look for the problem in grammar teaching, at the same time to look for alternative ways for teach grammar taking into account the students' attitudes, and their opinions and previous research done regarding to the necessity of studying grammar for learning a foreign language.

This investigation claims to describe the teaching of grammar based on the students' interest for studying grammar; at the same time, we expect that through this study the teaching of English improve in the future. With this in mind, we will gather evidence about the interest these students have in learning English as a foreign language from the English teacher's performance in the classroom. With this, we hope to contribute to find a possible solution to any problem found by giving some recommendations that may improve the results of the English learning through grammar teaching. We want to know what students

expect from the English teacher's performance in the classroom for a better learning environment.

Statement of the problem

The senior students at INO have been studying English grammar as a very important aspect to learn English as a Foreign Language; however, their comprehension and use of the EFL has been very low despite the encouraging efforts of teaching English through a pedagogical teaching of grammar that seems to be inadequate for some students because of their lack of success achieved through this approach.

It was noticed that exists a persistent interest in teaching English grammar as an alternative to improve their comprehension of English. The assumption that appears to exist behind the teaching of grammar is that once some considerable teaching of grammar were provided and gained, the learners will not have a lot of difficulty with the actual use of the language in a real context. Then, they will be able to understand Basic English grammar forms in multiple texts and reproduce them for practice. However, students still have a lot of difficulties in using and reproduce simple grammar structures. In this context, it is usual to see that the language teacher and language learners are often frustrated by the disconnection between comprehension of some aspects of the teaching like grammar rules and the applicability of those rules that usually reflect separation between declarative knowledge and procedural knowledge. On the other hand, they do not have a specific teacher for grammar which may be quite negative for learners' general assessment of grammar teaching in the English high school curriculum.

Objectives

General objective

- ❖ To describe the teaching of English grammar to senior students at INO, classroom “A”, through grammar learning in the classroom.

Specific objectives

- ❖ To follow a model of investigation about the importance of grammar in the teaching and learning of a foreign language.
- ❖ To be aware of the English grammar teacher’s attitude toward his teaching performance in the classroom.
- ❖ To know students’ points of view and attitude for learning English grammar according to the interests they have in learning English as a foreign language.
- ❖ To provide some recommendations from the results of the analysis of the survey accomplished during this investigational work.

Contextual framework

Regarding the INO's contextual framework, all the information shown here was compiled from a monograph research found in the library of the Instituto Nacional de Occidente (INO) that reports that since the beginning of the in 1980, it had many changes. This Institute was first available in San Francisco's convent, thanks to the support of both the government and local families who got involved in the administration of the school center over a period of five years. They were in charge of supplying the basic needs of the school. Furthermore, at that time the school was managed by some students' parents who were selected by the government. Nevertheless, the institute was officially opened on January 30th 1881, but unfortunately, some problems came about with regard to the legality of the Institute which caused the opening to be postponed until March 6th 1881. Then, on May 1st 1884, the "Instituto Nacional de Occidente" was moved to a new location, where it is located today.

In 1991, there were a lot of changes on behalf of the current Institute such as: to increase the discipline inside the classrooms, the holes on the INO's walls were repaired. Moreover, the INO was equipped with new desks, chairs and blackboards to get better conditions for students in the classrooms. Further, in 1992 a library was opened and it is still working today. It is remarkable that this Institute had many sorts of names such as: I.N.A.O (Instituto Nacional Autónomo de Occidente), I.N.P.A.O (Instituto Nacional Público de Occidente), B.M.L(Benito Mauricio Lacayo) and INO (Instituto Nacional de Occidente). And currently, its full name is: Instituto Nacional de Occidente Benito Mauricio Lacayo (I.N.O.B.M.L) By1993 the INO's autonomy started. The term "National" was changed to "Public", its autonomy was a political decision introduced by Violeta Barrios de Chamorro's government on the condition that the administration office would take care of the proper functional qualities of the building. As a result in the years 1994 and 1995 the Institute was declared autonomous.

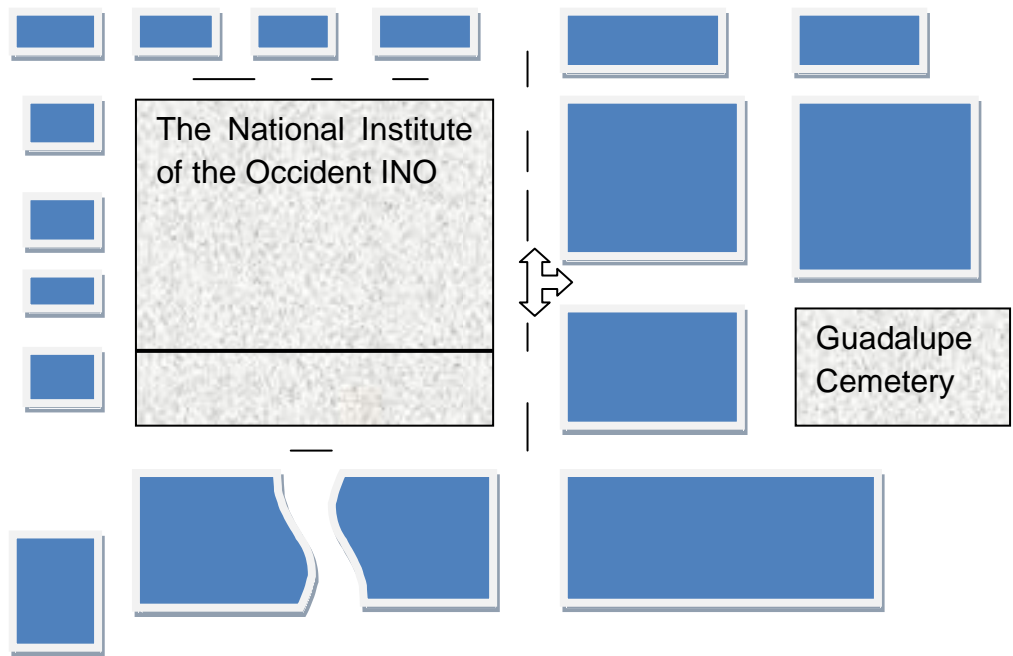
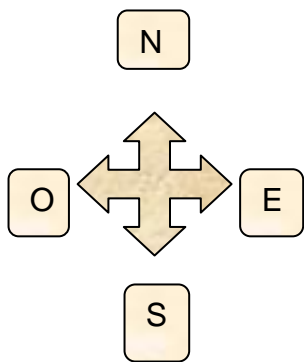
In the present day, el Instituto Nacional de Occidente has improved in all aspects. Although, there have been some setbacks such as some difficult students how jump over INO's wall and use to steel others students of the institute. In spite of that, the institute remained as one of the best schools in participation of rhythmical bands, sports and academic competence. In the year 2011 it had the biggest quantity of students. These days, there are 2104 (two thousand one hundred and four students) who study in different shifts, in the morning, in the afternoon, and in the evening. Some university students at UNAN- León use some of their classrooms to receive classes on Saturday. Finally, the INO is currently situated as it is shown on the next page.

To the North the Emir Cabeza neighborhood is located.

To the South the Julio Canales neighborhood is located.

To the west the Carlos Fonseca neighborhood is located.

To the East the Guadalupe neighborhood is located.



Theoretical Framework

In a final general statement, the role of grammar and the way it should be taught to learn a foreign language is a controversial issue that suggests different points of view and questions that have to be answered with facts to confirm or deny its benefits in learning languages.

From Byrd's point of view, the teaching grammar might bring a lot of problems to teachers during the process of teaching a foreign language because of the difficulty it can present for students. An example of this would be the comprehension of its linguistic structures, syntax, morphology, phonetics and semantics which give rules for combining words that characterize a language.

She says that "*Grammar is central to the teaching and learning of languages. It is also one of the most difficult aspects of language to teach.*" (Byrd, 1998). Nevertheless, it can be deduced she believes that learning grammar is vital during the study of a language.

In addition, Crystal (2004) thinks that languages are made up by a set of many structures and vocabularies that can be combined to form a correct sentence which at the same time constitutes a particular language. We think that what Byrd and Crystal tell us above is evidence of the common assumption about the difficulty and importance of teaching of grammar during the process of learning a foreign language.

However, the linguist Larsen–freeman (1982) doubts about assuring that "grammar is central to the teaching and learning of languages". He suggests that learning grammar is not always the main interest in foreign language learning. Therefore, it cannot always be central in language teaching and learning. What he tells us lets us think that there are other abilities that students in a foreign language class may consider as central of their language learning as their ability to understand the spoken language and fluency to speak and understand very well the target language which use to take more time than the study of grammar in a classroom. In fact, many students in the 5th grade at the INO were enthusiastic

about improving their ability to understand and improve their pronunciation to use the language communicatively. In that sense, it seems that grammar may be taken as another resource to teach and learn a foreign language. Thus, there are other abilities equally important that students will have to develop to use a target language. Additionally, they will have to learn a lot of vocabulary and develop their listening, speaking skills which could be considered equally important or central for many students according to their interests.

For the linguist David Crystal (2004) the learning of grammar is the fundamental part in the process of learning languages and it is vital to express ourselves correctly. He says: “Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language” (Crystal, 2004).

The words of the author indicate that the word “grammar” is used to refer to the different structures that give part to the existence of a language. At the same time, for Crystal the learning of grammar is vital for getting an effective usage of a language in everyday situations. In other words, grammar is thought by Crystal as the most fundamental part of a language and that it is presents in every aspect of life as, conversations, ideas, speeches, thoughts, etc. Therefore, we think that he means that grammar is a fundamental part of the human life that is always present as an essential part of our ability to communicate whatever we may want to say.

However, grammar is thought as a difficult subject. Larsen-Freeman (1997) argues that grammar shouldn't even be taught to students. He has doubts about the important role that grammar plays in the foreign language learning of a process. He thinks that grammar is too complex and that even if we give students the a lot of grammar rules they won't be able to apply them in real time. Nevertheless, applied linguists like Harmer (1987), Rutherford (1987), Chalker (1994), and Williams (1994) acknowledge the fact that the grammar can be useful to construct a message to express a precise idea that a person wishes to convey. However, the linguist Krashen (1982) believes that the study of grammar is not enough to learn a foreign language. He thinks that both spontaneous learning and conscious learning

are useful to learn a foreign language. He thinks that adult people can learn a foreign language unconsciously and consciously.

Personally, it seems significantly important or necessary to teach or explain grammar when students cannot understand in the target language what a message is about. Likewise, we also believe that grammar is always present in every aspect of a language as conversations, written messages, casual dialogues, etc. Then, it seems that explicit grammar teaching should be available as an essential part in languages learning to achieve a better comprehension of a language. Nevertheless, as Freeman believes, grammar might be a difficult subject to teach; however, it does not mean that it should not be taught. Equally, Crystal tells that grammar is vital to be aware of how a language works. Correspondingly, we have seen senior students at the INO that once, they have really understood the meaning of a grammar rule they are able to use the same grammar rule in a particular situation. Nevertheless, we have also seen that students need to know more vocabulary and practice the studied lessons a lot to use grammar structures with more accuracy.

The study of grammar has been completely justified because it is believed that by learning grammar, learners are more competent to learn more effectively a foreign language. Linguist teachers as Palacios, 1999 & Rutherford, 1987 think in the necessity of studying grammar as a useful resource to understand a language. Nevertheless, they also think that grammar should not be studied as a unique way to improve the comprehension of a foreign language in itself but it should be seen as only an instrument to learn a language.

Comparatively, based on our experience as students of English in Nicaragua, we have seen grammar as a useful tool to understand the meaning of a language, due to the fact that the study of grammar is always convenient to clarify any doubt about the correct use and comprehension of a language. However, we also believe that languages learning are not merely obtained by the study of grammar. Therefore, we believe together with Palacio and Rutherford when they tell that grammar should only be seen as an instrument to learn a language.

The assumption of grammar teaching

Most of the time when students hear the word “grammar” they rapidly associate it with a set of forms and rules that they have to memorize to get a respectful knowledge of a target language they are studying so that, they can deliver correct grammar structures. Likewise, Byrd (1998) thinks that many teachers of a foreign language create an expectation of excessive teaching of grammar forms in the event that students achieve some proper usage of the FL. Sadly, learners don’t assimilate the grammar lessons correctly most of the time but rather such strict thinking to teach or learn a language is usually accompanied by an atmosphere of boredom. In that sense, Tadeusz Rybbowski (1983, p 28) thinks that students should not be constantly working on grammar drills for a long period of time because it has been seen that most students get bored with the grammar exercises and lessons after about 40 minutes. He suggests that under this circumstance the teaching of grammar will probably become a nightmare. In fact, Rybbowski recommends that any grammar lesson should never exceed 45 minutes because both the students and teacher will get tired and consequently the grammar lesson will be fruitless for both the teacher and students.

From the above information, it can be expected that teachers of a foreign language use to focus more on teaching grammar connotation, explanation of grammar forms, and rules to drill students later on it. Correspondingly, such teaching of grammar may result in a negative implication resulting in student’s boredom. Thus, they may fail on the grammar exercise prepared by the teacher, at this point the study of grammar may result in a nightmare that students reject.

Teaching grammar as a means to learn a language

Added to the earlier arguments teachers involved in teaching have their own opinions about the grammar role in language learning. For example, the linguist Terrell (1983) thinks that grammar shouldn't be taught at all. According to Terrell children acquire their first language without grammar instructions. He argues that adults can learn a new language in the same way.

According to the information that Terrell presents above, there is not necessity for teaching grammar as a means of learning a foreign language. He thinks that grammar is not essential for learning of a new language. Terrell suggests that grammar can be obtained automatically. Then, he believes that adults can learn without grammar instructions similarly to the way babies acquire their first language or languages.

According to the Wikipedia dictionary, the “**first language** is the language a person has learned from birth or that a person speaks the best. By contrast, a **second language** is any language that a person speaks other than one's first language”. On the other hand, “A **foreign language** is a language indigenous to another country”

As a matter of fact, studies about the way babies acquire a language explain that babies acquire their first language through the use of exaggerated intonation called “baby talk”. This facilitates that babies understand an idea or a message that their parents want to transmit to them. Certainly, it is very common to hear a lot of repetitions and questions during the process babies acquire a language or languages. Equally, it is common to see that babies acquire a language by interaction with others. They interact with members of a same family as parents, others children and adults that speak a same language by using a lot of terminologies around them. In that sense, Terrell (1983) expects that foreign language teachers create situations where students are immersed into the language that teachers introduce their students by listening and interacting with other students or people that speak the foreign language that they want to know.

Terrell's theory seems to be true and it can be expected that adult students could be able to learn a language as babies do by following the same learning pattern that a baby needs to acquire a language. With attention to Terrell's point of view, we can also figure out that Terrell (1983) expects that adult students research and try to learn what they need to know to improve their understanding of the target language by themselves, through the perseveration of their efforts to learn a language. Therefore, they must study to learn without conditioning their language learning to the excessive study of grammar. Thus, they have to learn by heart a lot of vocabulary and absorb the new language as babies do, not to mention that babies can't study and read anything or learn a language consciously as adult can do it.

In this sense, teachers of a foreign language should put more emphasis on students' interaction with others through the communicative practice, from teacher to students or among students. In other words, English teachers should speak their students in the target language most of the time to encourage them doing the same thing to improve their listening and speaking skills through the repetition, in the hope of improving their comprehension and get a better use of the language along the time.

With this in mind, it is expected that the purpose of learning a foreign language is to be able to use the target language communicatively. Therefore, it is necessary that teachers encourage and prepare their students to understand and use the target language communicatively as much as possible.

Implicit and explicit teaching of grammar for teaching a foreign language

“Explicit teaching of grammar implies the formal presentation of language facts; rules are followed in many cases by contextualized practice. In contrast, implicit instruction of grammar makes students aware of the nature of language and of how language works” (Palacios, 2004). In general, when an English teacher assesses their students’ attention through a specific lesson without explanation or teaching grammar forms, it is thought that his/her teaching is implicit. In other words, it can be assured that when they learn to use grammar without realizing, they are learning grammar implicitly.

In short, implicit teaching of grammar is presented when students understand grammar rules that teachers include through their Language Teaching. For example, let’s imagine that a teacher gives their students some reading comprehension materials about some activities that a person does along a day. Then, after students have carefully read the material, he answers some questions, such as: “What does she/ he do at 7: 30 am?”, “What time does she/he go to work?”, etc. At this point, the teacher then assumes that their students understand what he is asking about so, they can answer in the simplest way as possible.

In the example above, it is expected that the students understand what the questions are about because the teacher makes use of topics that students recognize in their own language. With this in mind, it is expected that the teacher provokes assimilation and communication of the language. Then, the teacher can use visual aids, such as: flashcards, illustrated figures, and gestures that the teacher can do to represent the meaning of questions to stimulate and facilitate students’ comprehension in order they could reproduce and answer to the topic presented in an active and spontaneous ways.

Under the role of explicit instruction, taking as reference the learning of simple present tenses that students may take in a grammar class, it is expected that most of the time teaching of grammar for students learning since, they can understand and do better than those who do not take the explicit instructional teaching. Moreover, the results that most of

the time are found when it is taught explicit grammar forms indicate that there is a considerable improvement in the acquisition of a target language guided by raising learners' awareness about delivering more comprehensible and accurate usage of a foreign language (ELLIS, 2003). In these sense, it could explain the reason why most of the time foreign language teachers focus their teaching on explicit forms to teach a target language.

In addition, Patricia Byrd (1998) suggests that implicit teaching is based on communicative or interaction tasks and not on teaching grammar rules. She thinks that implicit grammar contains a process of input and output of information. The input can be a text or piece of written information presented by the teacher. According to Byrd (1998) in the input it is expected that language students could be able to process, recognize and understand the information that was presented beforehand and finally accomplished in the output.

On the contrary, it is seen that the way of teaching explicit grammar is through specific materials that may contain evidences or facts of the grammar lessons for the students' learning comprehension of a foreign language. Then, Palacios (2004) tells us that explicit grammar is ordered and logically applied along students' understanding as demonstration of the grammar rules through the presentation, explanation, and practice of the grammar rules during the study of a foreign language. For example, the teacher could explain students how to use the "GOING TO" structure. Then the teacher could explain that the "GOING TO" is used when someone plans to do something in the future. The "GOING TO" form goes after the verb "TO BE". Later, with specific emphasis on this, the teacher can write an example on the board and explain to his students the meaning of the different examples he wrote on the board. He could then translate them in order to make students aware of the "going to" tense and its use in the English language. For example in the "warmer", after the teacher has introduced and explain a grammar lesson, he could ask their students about future activities about they are going to do in the future. Then, he may ask something like "What are you going to do tomorrow in the afternoon?". And brainstorm some more question on the board and invite students to help him answer those questions.

Practice: *Simple future tense (to be going to...)*

Exercise 1: students work in pairs, using their own ideas from the warm up and they ask each other 3 questions about their future plans.

Role A	Role B
1. Are you going to.....?	No, I'm going
2. When are you going to.....?	I'm going
3. Is true that tomorrow you are going to.....?	Yes, I'm going to.....

Similarly, Perez (1995) suggests that grammar should be taught and that it should be integrated with all the components of the language course. He says “No one seriously interested in the development of a second language has ever suggested that learners do not need to master the grammatical system of the target language” (Perez, p. 315). But, (Terrell, 1983; Harmer & Rutherford, 1987; Chalker & Williams 1994) have their own opinion about the teaching of grammar when it is used as a source for learning a foreign language. They think that grammar is too complex for people to involve it in their lessons as a duty for teaching a language. Therefore, grammar should be applied implicitly most of the time.

They think that even if students are given the rules they won't be able to apply them in real time. In contrast, Perez (1995) thinks that students of a foreign language need to master grammar structures of a target language in order they could be able to apply the structures they learned in a particular context to use a language spontaneously and better.

Because of that, it can be deduced that grammar shouldn't be taught mechanically because teachers might run the risk of not providing an authentic assessment about students' grammar usage. In that sense, Perez (1995) suggests that teachers should address students on mastering many grammar structures of a foreign language, but this must reflect real-life uses of the grammar in context, This means that grammar knowledge should have a purpose other than only assessing student's demonstration or getting evidence of their comprehension level of the language through the grammar proficiency that is being taught.

According to Byrd (1998), the way of evaluating students is through activities or tasks that students will actually need to use a foreign language more naturally. She emphasizes that the evaluation should be based on encouraging students to talk in the language that they are learning. Then, grammar lessons should take the form of communicative drills or activities along with teaching grammar process. For example, Byrd (1998) proposes activities based on audiotapes of public addresses, so these announcements can be converted into a task by having students respond to questions orally. She also proposes that in this type of task, the instructor can use a checklist to evaluate student's understanding about the use of grammar rules that they have listened to. In other words, she says that teachers of a foreign language have to assess and encourage their students to use the target language orally as much as possible. She also suggests that the teaching of grammar is something that not only demands that students recognize information about their learning, but also teachers must adopt grammar into their students' communicative competence through activities that facilitate student's learning. In other words, she suggests that the teaching of grammar forms should have a communicative base since students not always assimilate what they have been taught. Correspondingly, she thinks that it is possible that teachers of a foreign language adapt their students to learn and use grammar by talking and interacting with others while they learn grammar forms by connecting grammar points

with communication contexts. Then, students do not necessarily should master every aspect of each grammar lesson, but only those that are relevant to the immediate communication practice to avoid negative implications of overpowering errors correction on students.

Palacios (2004) says that the explicit approach alone is not completely effective to speak the new language studied because explicit teaching is not often communicatively based. Taking into account what Palacios says and the frustration that many students feel when they don't assimilate explicit grammar lessons, it could be understood that explicit grammar lessons are usually hardly effective or fruitless because they are usually too difficult to remember and to use in real context. It is usual to see that students do not care a lot about memorizing grammar rules or sentence structures. Not to mention that from our personal experience as learners of English, it is common to see that when an English student tries to remember grammar rules to express a particular idea, such remembrance of grammar rules usually interferes with a natural correct speech or fluency because it is impossible to try to remember grammars rules at the same time you speak.

As evidence on this point, the linguist teacher Ignacio M. Palacios of the University of Santiago (1999) suggests:

Students acquire chunks of language for some time but these structures and patterns are not cognitively assimilated and are not fully incorporated into their communicative competence. This explains why the knowledge of grammar may be not be enough for a precise and adequate use of a language. (Palacio, 1999, pp. 479- 530)

From the information presented above, it could be firstly inferred that the explanation and presentation of grammar rules while learning a language do not necessarily lead to the full comprehension of a foreign language. And second, explicit learning of grammar is rarely expressed spontaneously.

The analysis above makes us realize that even if students of a foreign language are informed about the application of the grammar they have learned, they rarely express a cognitive assimilation of grammar into their communicative competence. In short, Palacios (1999) declares that the explicit learning of grammar rules and structures are hardly adopted

into the learner's competence to use a new language. Nevertheless, the general assumption recognizes that grammar instructions help students to learn a language more efficiently. This happens only when such instructions are incorporated into the most convenient context of assimilation for students to accomplish defined communicative tasks.

In addition, Krashen (1985, p. 04) says: "The teaching and learning of grammar constitutes a complex array of variables which is not reducible to extreme dichotomies, and is by its very nature, a natural issue to be examined". From Krashen's thought, it could be inferred that explicit teaching should be formulated with the necessary description of how a language works and how it should be used in a context that students may desire to know and are more likely to use. At the same time, he lets to know that much grammar learning is pedagogically adequate only for a specific group of students that require a deep grammar understanding. In short, any decision made related to the matter of teaching grammar should be instructed by choosing how to teach it in a general context. According to Krashen (1985), learning languages should be in a natural way of everyday situations.

Comparatively, Horwitz, (1988) says: "The misconception that sees grammar teaching as a set of little rules and recipes fails at once, shaken by the very fact that rule formulation is very far from a simplistic chore" (p 285). Taking into account Horwitz's opinion about the teaching of grammar, it is beneficial during the learning process since students can have a wider comprehension of a target language to get a better understanding of the language than those who do not take the grammar instruction. However, it does not mean that students are able to reproduce their own speech easily through the study of grammar rules.

Motivation for teaching grammar

Another aspect that has to be taken into account with teaching English grammar is that of the motivational technique to keep students interested in learning a new language. From this Krashen's perspective (1981) "The learner's motivational level acts as an affective filter on language intake" (p. 102). According to this source, we can explain that when students are motivated to learn a language they have some intense desire to keep learning a foreign language and such desire acts as an effective filter that will keep students interested in learning; then, their enthusiasm may result in a more fruitful learning.

Equally important Bialystock in his Bialystok's strategy model (1978) says: "it can be assumed that learners will seek language exposure only if they feel motivated" (p. 28). Likewise, Carroll in his Conscious Reinforcement Model (1981) says: "language learning begins when the learner feels motivated to communicate something to someone" (Carroll, 1978 p. 37). It could be assumed that the possibility that students fail in learning a foreign language is much more frequent when students are not motivated to learn the foreign language that is presented to them. Therefore, the students have to be motivated in order to achieve their full potential as language learners. According to Bialystock's strategy towards teaching a foreign language, such motivation to keep learning a foreign language has its base on the students' interest in the target language.

Correspondingly, it seems that the success in learning a foreign language is positively achieved when the students are motivated in learning. Unfortunately, most of the time motivation is not enough when students are not interested in studying something considered important in their learning process as grammar. We think like George Woolard (1999) when he recommends that teachers of a Foreign Language have to find new techniques that may introduce practical uses of grammar for a better comprehension and use of a language.

In a general analysis of what George declares above, it is expected that teachers should try to keep students interested in their learning so that, they take the best from their learning step by step. Therefore, it is expected that teachers should find the most convenient techniques to teach grammar. Examples of this would be the way they instruct the grammar contents to their students and the way they solve students' doubts or correct students mistakes and errors in language usage. As it has been noticed, in the attempt of transferring knowledge, the teacher's technique and the student's motivation for learning always should be interrelated. However, students do not always understand what they are told to do. For that reason, we assume that George (1999) recommends that teachers should know beforehand the level of comprehension that their students have. Moreover, Azar (1997) recommends that teachers have to turn to his own experience to teach. Then, teachers can provide students with simple examples that could be comprehensible to students. In short, teachers should look for the best way to transmit knowledge of grammar in the most convenient way.

For Betty Schramper Azar (1997) the most convenient way to teach a foreign language is through the students' interest in learning the language. Azar (1997) declares in the book "Fun with Grammar" the following: "during class time there are, of course, periods of focused concentration, especially during the first phase of a new unit when the students are trying to grasp an initial understanding of the form and meaning of a structure" (Azar, 1997, pp. 2-3). From Azar's statement above, it seems that Azar believes that many students do not understand what they are supposed to do through a new topic. She thinks that it happens when a new grammar structure or grammar tense is presented to them since, studying a topic a new grammar topic can be a new arduous challenge that students will have to face on. Likewise, it seems that many students don't like to feel bombarded with grammar lessons.

As a result, Azar lets us know that it shouldn't happen because they could hardly assimilate and reproduce all the grammar structures and lessons. Thus, such things may provoke on students an atmosphere of difficulty to learn a new language; therefore, they may assure they are spending too much time trying to understand what the teacher and the unit of the syllabus tries to convey.

In addition, Tadeusz Rybbowski (1983, p 28) declares that many students don't like to study grammar as a duty that after a period of time they abandon due to how tiresome it may be. In fact, during the observation, it was usual to see that some senior students at the INO disliked the frequent study and practice of grammar. Therefore, they usually abandoned their effort after about 15 or 25 minutes, resulting in a challenge that not all students could accomplish.

Comparatively, in his book "Grammar with Laughter", George Woolard (1999) states:

Humorous learning materials have a number of advantages. Firstly they increase motivation. Second, they can help the learner to remember grammar. Lastly, they lead to spontaneous practices and consolidation of grammar through the learner's natural desire to share jokes with others. (Woolard, 1999, p.02)

From the author's word we understand that motivation is not something that comes merely by chance, but rather by the intention behind it. It is vital that students learn with enthusiasm, so they can forget about the strictness of studying grammar so, their learning process advances spontaneously and without restriction. In addition, the author lets us know that motivation is not merely a labor that the teacher has to perform alone but rather humorous learning materials may help students to learn a new language with more enthusiasm. In fact, it is easy to learn a foreign language when students claim funny or have interesting material that may keep them motivated in discovering new topics that may call their attention.

Didactics in teaching grammar

As it has been noticed, most of the time many students of a foreign language in high school show restriction in the application of the language they are studying. The linguistic skills connected to their high school language education are usually forgotten by the time they take part in the university studies of the same FL that was studied in school. Thus, it is very possible they have more difficulty in getting success in the foreign language or in assimilating the foreign language they are supposed to know by then. With attention to this, most of the time, many languages teachers' flaws are through their lesson plans. In order students not to fail in their learning as result of a new teaching program; then, teachers might act more flexible through the teaching of a target language. As a compelling evidence, in the National Capital Learner Resource Center School of Languages and Linguistics, Georgetown University (2003) or better known as the NCLRC, it is usual to see some weaknesses in elementary knowledge that restricts students' performance and their comprehension of the foreign language they are to learn by the time they reach advanced studies of the same subject or language. In other words, they did not learn what they should have learned in the secondary school resulting in a huge misunderstanding gap to cope with, which is usually visible through the lack of recognition and misunderstanding in initial grammar lessons. From this perspective, a different way of teaching grammar was suggested. It is called "teaching grammar communicatively". Such didactic proposals were implemented in second grade "B" and third "A" during the academic year 2009 – 2010 in a Secondary School in Jilotepec, Mexico by Molina.

The assumption is that with this didactical proposal students' interest in learning is going to improve and the boredom in classrooms will be minimized. Then, teachers will focus their teaching on students' comprehension in a way that students be able to perform their comprehension of grammar communicatively. According to Molina (2009) such proposal is of great importance. He assures the following:

The main aim to apply this didactic proposal was teaching grammar, in order to develop the communicative competence through stimulating and interesting ways to help students to acquire the target language without even realizing it. (Molina, 2009, p. 01)

According to Molina, this didactical proposal for teaching grammar is to encourage students to learn by creating situations or developing speaking tasks that could stimulate student's ability through verbal expressions. Then, the developing speaking grammar activities along with language learning should be used as a resource for learning a language with better results. On the positive side, Molina (2009) expects that students who develop their communicative grammar knowledge remember how to use the target language with more accuracy in grammar structures in everyday situation without realizing that they are doing so. In short, Molina explains that it is expected that through the implementation of teaching grammar in a communicative way, students are going to develop their communicative comprehension and they will be more stimulated and interested in learning.

Methods for teaching English grammar

Grammar translation method vs. Communicative approach

“The Grammar Translation Method and the Communicative Approach have both played important roles in grammar teaching. Which is better, the Grammar Translation Method or the Communicative Approach?” (Chang, 2010).

A recent research was done on the matter in order to give an answer to such a question. The research took place in two different grammar teaching classes in Taiwan. Two different groups of students in two different English classrooms were selected and they were taught English grammar through the Grammar Translation Method and the Communicative Approach respectively. According to Chang, a college English teacher, and students from two different groups that were involved in such research both had the same English level comprehension before the investigation. A pre-test English examination was given to both groups which shared the same English grammar teaching procedures with similar results on both group of students.

Thus, the results in the post-test were quite different in grammar competence between the two groups versus those who were in the traditional class. “Students who were in the experimental class had a higher score than those in the traditional class,” (Chang, 2010). Not to mention that students in the communicative approach and the students in the grammar translation method had been taught grammar traditionally with the same English grammar program. For this purpose both groups of students in the experimental investigation practically had the same English grammar competence before the investigation.

Finally, Chang (2010) concluded by saying:

The results showed that grammar teaching in the framework of the Grammar Translation Method is better than the Communicative Approach. Nevertheless, the Communicative Approach emphasizes fluency and the Grammar Translation Method is concerned with accuracy. Fluency and accuracy are the target for English learning. So the best way to improve the situation is to combine both methods in teaching English Grammar.(Chang, 2010)

In general, we can explain from Chang's analysis that the Grammar Translation Method for teaching English is helpful to get an excellent English grammar understanding. In the long run, a better comprehension of the target language can be achieved. Nevertheless, Chang also lets us know that both methods are important in teaching grammar to get some positive results and to bring students' understanding of the target language to a higher level of knowledge. Comparatively, it can be deduced from this investigation that communicative approach is under the communicative purpose and it is useful to improve the fluency of the foreign language by talking. Nevertheless, the grammar translation method is useful to improve the students' accuracy to use the language that is being taught.

In a final general statement, the role of grammar and the way it should be taught to learn a foreign language is a controversial issue that suggests different points of view and questions that have to be answered with facts to confirm or deny its benefits in learning languages. Under those circumstances, we can infer that grammar teaching is not based on learning as much grammar as possible but its teaching is based on the interests or needs a person has in using a foreign language. There are three approaches of teaching grammar i.e. implicitly, explicitly and unconsciously (as babies learn). However, the point is not which method is better to learn a language but to use positively the benefits that the three approaches present since, it was found out that grammar is valued as an important resource to improve the comprehension of a target language and such learning should be accompanied with high motivation to help students reaching a better potential as language learners. Finally, no matter what method the teacher uses to teach grammar due to the fact that any method used is based on students' requirements and needs for learning a target language.

Conceptual Framework

➤ Syntax

William Cobbett, (1818) tells that “**Syntax** is a word which comes from the Greek. It means, in that language, *the joining of several things together*; and, as used by grammarians, it means those principles and rules which teach us how to put words together so as to form sentences. It means, in short, *sentence-making*. **Syntax** will teach you how to give all your words their proper situations or places, when you put them together into sentences.”

➤ Grammar

Grammar is defined by Ur (1991) as “the way language manipulates and combines words (or bits of words) in order to form longer units of meaning” (Ur, 1991, p. 4). This definition of grammar is quite close to David Crystal’s assumption about grammar in the case where he says that grammar is the structural foundation of our ability to express ourselves. Moreover, Ur tells us that grammar rules are necessary to form a comprehensible unit of a sentence. Moreover, Crystal (2004) says:

Grammar can help foster precision, detect ambiguity, and exploit the richness of expression available in English. Additionally, it can help everyone, not only teachers of English, but teachers of anything for all teaching grammar is ultimately a matter of getting to grips with meaning. (Crystal, 2004)

As it is noticed, both authors consider grammar as a vital part in any language which is necessary to express anything in a particular language. At the same time they can be useful for learning and teaching a language in the hope of knowing how a language works.

➤ **Explicit teaching vs. Implicit teaching**

John Burgess and Siân Etherington summarize explicit learning as “conscious learning, explicit knowledge, cognitive learning through explanation, conceptualization, observation”. In contrast, implicit teaching of grammar “makes students aware of the nature of language and of how language works; the student learns how to make sense of the linguistic system” (Palacio, 2004). Under those circumstances, two general methods for teaching grammar are used. At the same time both are opposed one another. As it is suggested by the authors above, both are used and considered useful for teaching and learning grammar, since both are necessary in grammar and learning languages. Nevertheless, it seems that the incorporation of both methods to teach a foreign language might lead to a better learning and use of the studied language.

➤ **Peripheral learning**

Hawkins Robert defines peripheral learning as “Commonsense notions about the development of learning abilities that are relatively straight forward: as one gets older he is able to learn more, and more quickly”. According to Hawkins (1973) while adolescences get older, they can improve their learning abilities so they can perform a particular activity over age. To put in differently, peripheral learning can make it easier for students remember what they have learned or studied. At the same time, the use of such technique can facilitate students’ understanding about the way they should use the new language that is presented to them.

➤ **Errors vs. mistake**

For Patricia Byrd (1999); errors in learning a language happens when “learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while others involve vocabulary selection, pronunciation, etc. On the other hand, mistakes happen when there is a selection of language that is not appropriate for different contexts which is considered an informal and much more common”. In that case, students make errors in language use when they have more difficulty

in expressing what they want to. On the other hand, students make mistakes in language usage when the message they want to convey is more comprehensible and usually corrected by teachers than errors.

Design methodology

This work was developed through our accumulative research, which was accomplished by a cross-cutting strategy. It means that the information gathered in this paper was compiled from April to August of the year 2011. The information that is portrayed in the sample of this investigation was gathered during a cross of time previously determined. Such strategy fits the general objective of this investigation that is to describe the teaching of English grammar to senior students at INO fifth year classroom "A" in order to obtain results from the grammar teaching practice and drawing a conclusion from it.

Moreover, this investigation corresponds to a descriptive type because the aim of this paper is to describe and analyze the teaching grammar to 5th grade students, through getting of factual information about the characteristics and current attitudes and opinions that students present which are describes in this investigational paper.

Through this descriptive study we selected some techniques, which are listed on the next way, in the observation we could assess the students' behavior during grammar classes and teacher's opinion which were depicted in a diary that was done on the next dates as follow: The 1st observation was on April, Tuesday 29th to both students and teacher. Then, we focused on the teacher's performance in the classroom and students' motivation, attitude, and interest they had to learn or study English grammar, and to identify how much they participate along the English classes and how comfortable they feel toward the applicability of some grammar aspects into their study of English. The 2nd observation to the students was on June, Friday 29th. Then, it was addressed an independently 2nd observation only to the teacher on July, Friday 15th. The observations were accomplished with the intention of getting any information that may lead us to the comprehension of the teaching grammar in the classroom in the hope of describing it taking as reference of this study the INO fifth year classroom "A".

In addition, we analyzed some bibliographic documents to support our research to make this investigation paper possible, it was necessary to research in books, magazines and the Internet. Related with this, the information collected was included in the theoretical framework; such information corresponds to some vital information about the role of grammar in learning a foreign language. In fact, all the ideas and words quoted or mentioned in this paper were credited to the author or person who mentioned them. In that case, we took careful notes to distinguish between others' ideas or words and those of our own analysis, point of view and experience to give credit to the source compiled.

Also, we made a survey to the students to get their opinions about their teaching of grammar. This survey took place in the 5th grade in classroom "A" in the morning shift. The first survey was on May, Friday 06th, the second survey on May, Tuesday 26th. The total population that was taken into this survey was 46 students. Therefore, in this survey were included nine closed questions and one opened so that, we were getting to know their enthusiasm about grammar; moreover, how they are learning the language from their English didactic resources.

Through this search, we also implement two interviews to the English teacher of 5th year in classroom "A". The 1st part of the interview was on April, Friday 08th, then, the 2nd one was on May, Tuesday 10th. The main aim of such interview was to know the teacher's opinions about the role of grammar in language learning and its teaching in the classroom in hope of better English learning results. At the same time, it was expected that the teacher gave us some feedbacks toward students' attitudes in English learning.

DEVELOPMENT OF THE INVESTIGATION

Our research was developed with the procedure of the inductive method based on a series of observations for this study which allowed us to address the investigation inductively. The research was conducted from the specific to the general that led us to the need of searching for information to expand our knowledge about the grammar teaching role of a foreign language to get a better comprehension and learning of a target language as English in Nicaragua. Equally important, since this induction process describes and summaries the observed any phenomenon and its possible connection with the teaching of grammar in the classroom, we took special care of two techniques that were used to accomplish this investigational paper such as:

- 1- Analysis of documents that defend and deny the importance of teaching grammar to improve the learning a foreign language.
- 2 - Observation of the teacher and the students' performance and attitude in the classroom.

Our research involves the effectiveness of grammar teaching in English learning from the perspective of some experts involved in Foreign Language Teaching. With this in mind, the aim of the final analysis of this work is to draw a conclusion after the theoretical framework of this investigation based on some truthful and verifiable information gathered from previous research about the role of grammar and finally, make some recommendations from the data analysis and results.

DATA COLLECTION

The data collected in this investigation were used to describe the teaching of English grammar to senior students (class section “A”) through the use of some instruments to gather any important information that may contribute to achieve the objectives posed in this research. Firstly, some feedbacks were collected at the INO in the section “A” through some observations to find any difficulty in learning and teaching English grammar. Second, it was applied an interview to an English teacher of the INO with the purpose of getting some information that may contribute discover the teacher’s attitude and his opinion regarding to the results of teaching English grammar as a means for improving the learning of English. Finally, it was made a survey to the senior students to get their opinion about the English teacher performance in the classroom and the interest they have in learning grammar.

RESULTS FROM THE OBSERVATION TO SENIOR STUDENTS

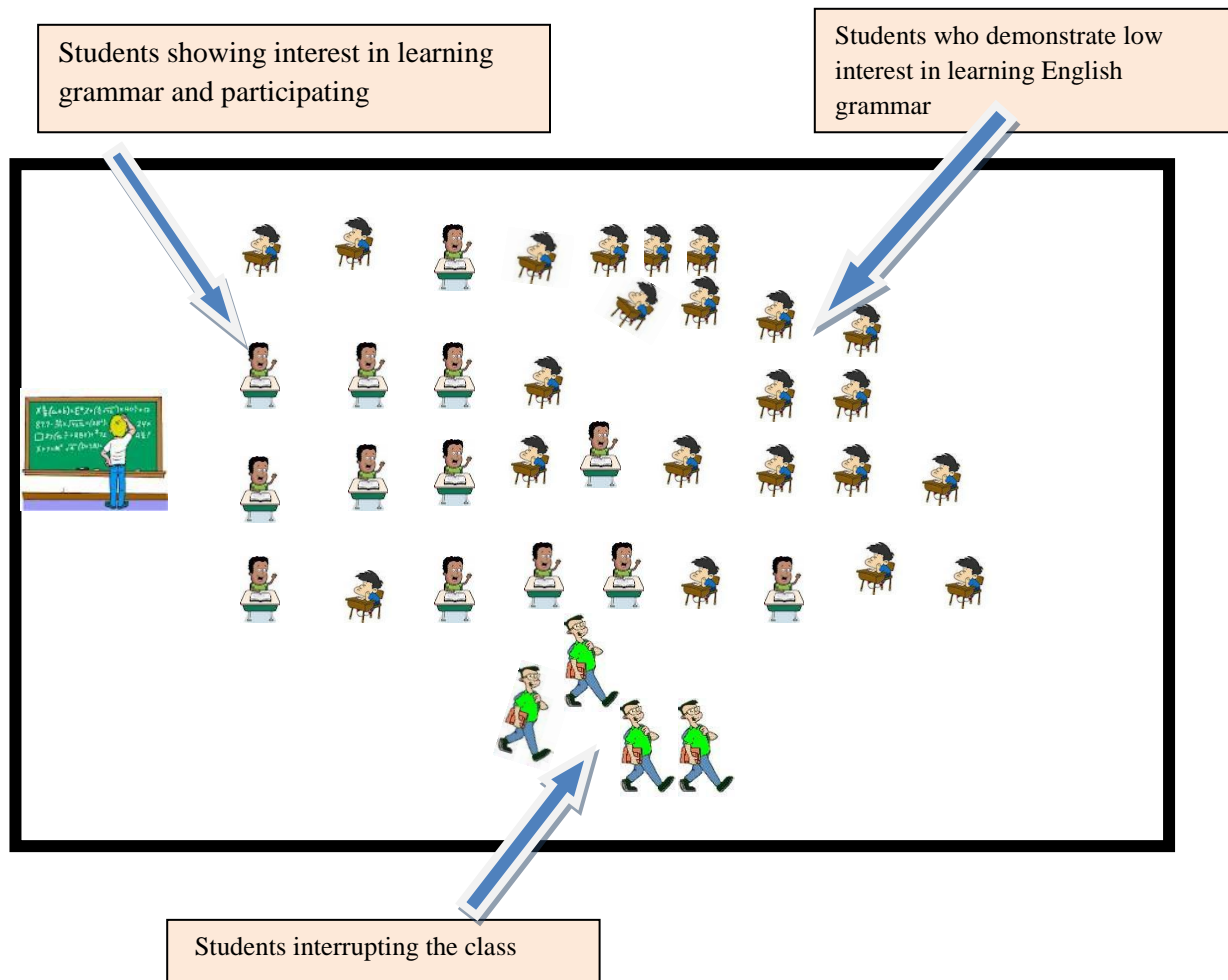
FIRST OBSERVATION

Some observations were made on the third week of April to senior students in order to describe the teaching of English grammar upon a group of students of the INO. During the observations to senior students who attend studies of English as a foreign language different behaviors were noticed from them. In the first observation there were only 39 students from a total number of 46 students. Then, it was seen that not all students were really interested in learning English grammar when the teacher was presenting his English class because there were some students who were not taking notes of the English class and other students were more interested in talking about something different than studying English class. Moreover, there were even other students who interrupted the class without taking into account the interest that other student had in learning English.

In this sense, there were some students that showed interest in learning the target English grammar. It was noticed that some of them were participating at the moment that teacher asked them question about English class, some of these students did not have any problem in solving some grammar exercises so, and they expressed their ideas with some

confidence. Nevertheless, most of the time the teacher had to explain in Spanish a grammar lesson for students' better understanding. For example, during his first class observed, he wrote on the whiteboard some exercises and examples about the verb "to be" so that students could understand better the structures and meaning of the grammar topic and its use. Later the teacher encouraged his students to repeat in English the examples about the target grammar lesson. Meanwhile, there were some students who really paid attention and were taking notes of what the teacher explained about a grammar topic, but there were others who did not; as a result, the 5th grades students were divided in two groups that is, there were the easy going students who showed interest in learning English grammar. On the other hand, there were the difficult students who did not care about learning grammar.

Illustration about students' behavior in the classroom (2011)



SECOND OBSERVATION

Concerning to the second observation we made to the senior students in the fourth week on June, we found out that some students had almost the same attitude in English learning as in the early observation. First of all, there were some students in front of the class who paid more attention than those students who were not in front of the class. As a result, it could be noticed that at the moment that teacher asked them, the students were not able to respond to a grammar lesson. After that, we saw that the teacher was teaching the use of the auxiliary "DO" to ask questions in present and simple past in spite of the teacher explained his students in Spanish and by using different examples, there were some students with low level of knowledge of English grammar and vocabularies so most of the time, they were uncertain about what the teacher' explanation. In addition, it was difficult for them to focus and study grammar because they did not have pamphlets that could facilitate their learning. Finally, in this observation, we also noticed that the students' behavior in this occasion were more disciplined than in the first observation but in spite of the teacher's efforts not all of the students paid attention or showed interest in learning English grammar.

OBSERVATION RESULTS TEACHER-CENTRED

FIRST OBSERVATION

According to the observation addressed to the English teacher on the third week of April, we could recognize how the teaching of English grammar was applied to the senior students. The English teacher particularly showed interest and care in teaching English as possible. In other words, he tried to give a clear explanation of English and how to use a particular English grammar rule. For instance, he was explicit in explaining grammar in Spanish so that students can assemble the information in the right way by using more than two examples to make the English grammar class more comprehensible. With this intention, there were lacked of instruments that could serve as prompts to encourage memorization of grammar rules and vocabularies that may facilitate a descriptive understanding of the target foreign language.

On the other hand, an English grammar lessons was limited to forty-five minutes that was distributed like this: first, he used five minutes to take the attendance. Then, he introduced and explained a grammar lesson to his class in fifteen minutes by giving examples on the whiteboard. For example, when the teacher was in front of the class, he used to write on the whiteboard some examples about the use of some grammar rules to explain them in order students realize how to say or ask something in English. After that, the teacher used another twenty minutes to let students take notes of the examples and explanation he wrote on the board for future references to solve some grammar tasks or exercises correctly that the teacher could ask later such as: complete, to order, and to answer a grammar structure. Finally, the teacher used to use another five minutes to address students to copy their homework from the board due to they did not have their own English grammar materials to take home.

SECOND OBSERVATION

The second observation to the teacher's performance was made in July and we could not notice too much difference as in the first observation. The methodology for teaching English grammar was similar. Thus, he wrote on the whiteboard his English grammar exercises about the auxiliary "DO" for future explanation so that, students could take note of the English grammar class and could solve their doubts about grammar to gain a little more knowledge about how to construct correct English grammar structures to reproduce them in the future and to participate in the classroom voluntarily. However, the teacher did not present the students any material that could be helpful to assess his students through the practice of extra-grammar tasks so that, they could practice in the classroom or at home to minimize doubts about the use of grammar in the target topics. As a final point, we realized that in spite of the teacher was not graduated from the English major, he never disappointed his students when they turned to him for clarification of their doubts about the target grammar.

RESULTS FROM THE INTERVIEW TO TEACHER

The purpose of the interview was to find out the English teacher's attitude toward the teaching of grammar in the 5th grade at the INO, section "A". And his opinions about the role of grammar as a means to help students learn English more effectively. Six questions were asked to obtain information about the role of grammar, and his didactic for teaching English grammar.

➤ THE IMPORTANCE OF GRAMMAR TO STUDENTS

Here, the teacher pointed out that grammar is important and necessary to understand and use the English language with more accuracy. He said "*It is difficult that students learn to use grammar correctly and it is usual that they make mistakes or errors when they write or they want to communicate something.*" In this sense, he thinks that students not always understand what a grammar lesson contains. Therefore, teachers should adapt their grammar material or lessons to the students' capacity of learning. He thinks that as an English teacher, he has to present his students a grammar topic according to their weaknesses to understand easily because it would be a waste of time to teach a grammar structure that students do not basically assimilate to avoid unfruitful teachings that will not encourage students to continue learning a language step by step. In other words, the teacher assumes that grammar is important to be taught to students only when it is used as an instrument to support students about the correct use of a foreign language. Nevertheless, he believes that the teaching of grammar not always assures students' comprehension and correct construction of grammar sentences in the target. Therefore, he suggests that he as an English teacher has to concentrate more on his students' learning than for his teaching because not all students have the same capacity to understand and reproduce a grammar structure.

He said: "*In my class there are some students who have more ability to learn English than others.*" it means that he as a teacher, thinks that teachers should

focus their teaching on students' learning abilities to avoid students getting confused and give up on their learning.

In addition, according to his opinion, he also clarified that it is of vital importance to teach grammar but it does not mean that his students have to focus their learning of English as a foreign language only through the study and practice of grammar because there are other abilities that they will have to improve to learn better a language. With this in mind, since grammar is an ability taught to students to get a better use and comprehension of a foreign language the mere teaching and learning of grammar is not enough according to him. As an illustration, he has in mind that students will also need to know more vocabulary, to improve their ability to understand the spoken language, to get fluency to speak the language which can take more time to achieve than the comprehension of a grammar structure. In essence, he believes that if students learn or improve others abilities, they will be more prepared to say: "I learned English".

➤ **TECHNIQUES USED BY THE TEACHER**

Regarding to the techniques he frequently used while teaching English grammar, he answered that as a teacher of a foreign language he has to explain carefully and sometimes more than three times so that students can understand and could be able to practice by themselves the grammar studied in order they can understand better what the teacher explained. In the interview the teacher said that it is convenient that teachers care about students' understanding to improve students' comprehension of a grammar lesson. Then, the teacher expects that students get accurate comprehension for the use of the English grammar studied in the shortest period of time as possible in order they improve their learning of English faster and they may express with confidence in English.

As the most compelling evidence, he said: *"when one teacher cares about explaining well and without restriction, students gain self-confidence in doing homework with good results, and students have better knowledge of grammar"*

rules and the language, as well". He used to use many techniques that included two kinds of methods. In the first method, the main purpose was the presentation and explanation of grammar rules accompanied with a list of vocabulary. The procedures used to teach English at this point corresponds to the Grammar Translation Method. Second, besides using the Grammar Translation Method, the teacher also used techniques that correspond to the Direct Method such as the presentation of written sentences and paragraphs in the foreign language; also, the explanation of verbal phrases with the help of synonyms, drawings, demonstration and body-language. Notably, the teacher accomplished these techniques by some activities such as: dictations and reading of information aloud, spelling, questioning and answering in English, or filling-in-the-blank exercises in the language studied. Remarkably, the point often overlooked was the use of the mother tongue to explain the grammar rules and expressions to check students' comprehension that sometimes was presided by a short explanation in the foreign language.

➤ **WAY OF TEACHING ENGLISH FROM THE TEACHER**

In the third point, the teacher declared that his teaching both systematized and personalized in order students could be able assimilate grammar rules easier and faster. He also declared that it is remarkable to note that some grammar rules take too much time to the students learn than others. However, in his class there are some students who can understand faster than others although it does not mean that they don't make mistakes; then he said: "*students constantly make grammar errors in simple basic sentences in my class*". He added: "*when I teach to the students through a plan of class, I try to personalize my teaching, so that, students do not have problem to understand an English grammar lesson and I use the most convenient method to teach according to their ability to understand the grammar*".

As a matter of fact, the teacher puts himself in a situation where he is responsible for transmitting knowledge of the foreign language to the students so, he focuses on students learning. He assumes that students do not know the language as he expects they know it. In this sense, he doesn't have any problem in modeling and

facilitating his teaching to get students' comprehension. In other words, he also works in the classroom as active agent that has to be very attentive to students' doubts to facilitate their learning. In this sense, he realizes that learner-centered model could be the most convenient method to teach English occasionally, due to the fact that through this method the teacher focuses his teaching on students' learning and not merely on fulfilling every aspect in his lesson plan.

➤ **TEACHER'S OPINION ABOUT STUDENTS' ATTENTION IN LEARNIG ENGLISH**

The teacher replied that there are some students who really pay attention and show interest in learning English; however, there are others who do not really pay enough attention. He said:

“There are some students who present negative behavior due to they think that they will never be able to learn English as long as they have others duties as a work to support their family, so learning a foreign language takes lots of time and dedication. Consequently, we rarely get the students' comprehension we expect from them, but as a teacher that I am, I try to teach them step by step so that, they feel comfortable with the class.”

The teacher's opinion gives evidence of the interest he has in helping students to improve their learning even when their learning may seem impossible. At the same time, he feels comfortable throughout his teaching. He thinks that in spite of the problems that students may have, they are able to achieve a better understanding of the grammar and English language. It is important that students feel and see that teachers care about their learning. Consequently, he tries to transmit and shows care for students' learning in spite of the personal deficiency or duties that students may have in view of a better learning.

STUDENTS' MOTIVATION

At this point, the teacher commented that the students' communicative performance is something he has to encourage to them to do in order they increase their interest in learning. The teacher added that he encourage his students to speak in English by constant communication or simply by having some short conversations in this language to motivate them to use and learn the English language. With this in mind, he said *"After breaking the ice through some conversations with my students; I like to review about what they studied in the previous class and what they will see in the next class. At the same time, I make some little groups so that they participate giving some ideas each other and I also encourage them to participate on the whiteboard"*. He thinks that it is good for students' learning to keep a positive feeling about their learning.

➤ **TO IMPROVE THE TEACHER'S PRACTICE BY WORKSHOPS**

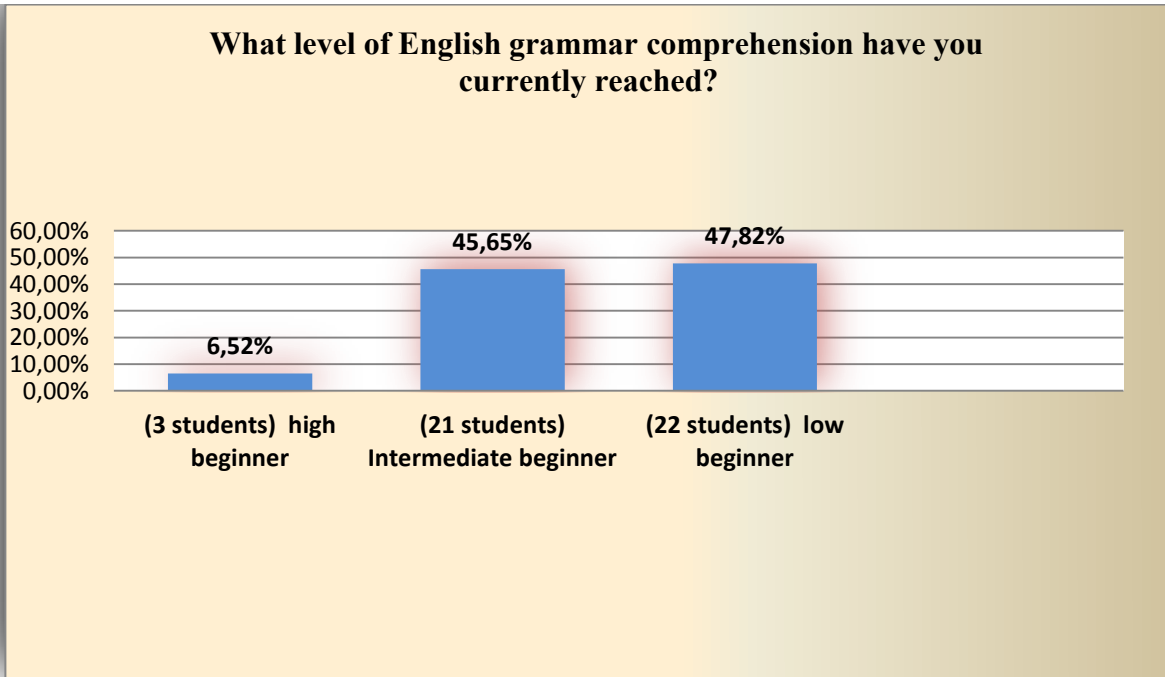
Finally, the teacher considers that it is very important to take some workshops in order to be up-to-date regarding his abilities to teach grammar because as a teacher, he thinks that he lack some skills to teach and keep students interested in learning English with more enthusiasm. He thinks that in order to avoid these difficulties these workshops should be given by capable professional people to support him to minimize his abilities to teach grammar. Besides that, he also needs to get some adequate didactic materials in order his teach be more dynamic and less tiresome.

SURVEY RESULTS FROM STUDENTS

The students' survey took place in the 5th grade in classroom "A" in the first and fourth week of May. We included eleven different questions, ten closed and one opened question to be answered individually. The questions were related to the teaching of English grammar and expectations that they have in view of improving their comprehension of English as a foreign language. The total number of students surveyed were 46 (forty-six) from the section "A", there were 24 (twenty-four) female students; an equivalent of 52.17% (fifty two point seventeen percent), and there were 22 (twenty two) male students which raises an equivalent of 47.82% (forty-seven point eighty two percent) of the total number of students surveyed.

The survey's objective was to know students' attitudes and opinions about the effects of studying English grammar to improve their comprehension of the English Foreign Language in the classroom. The analysis of each table was based on the observations of the English Grammar lessons.

- Level comprehension of English grammar in the students

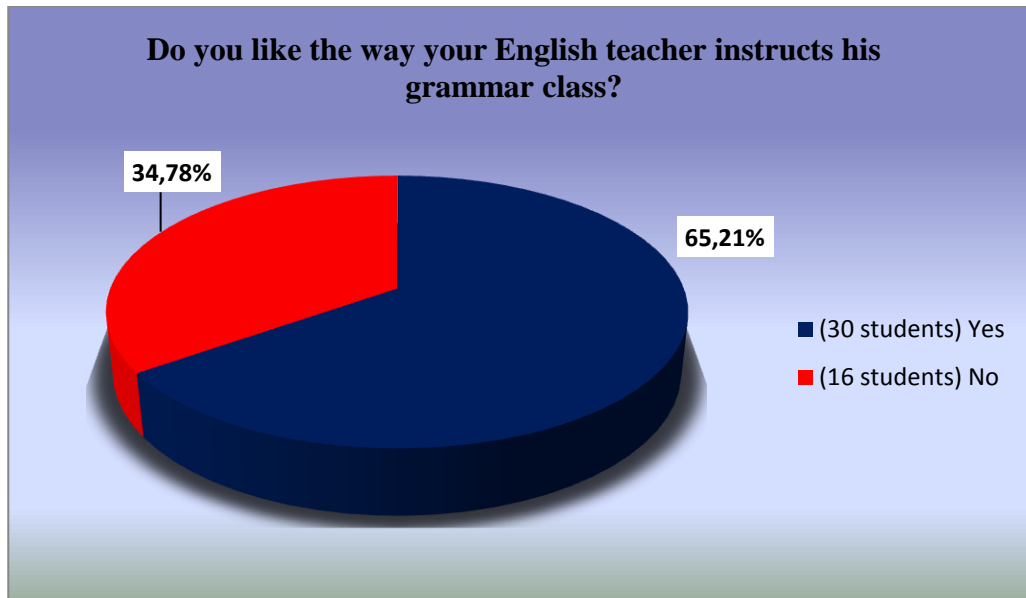


According to the comprehension level of the students, 22 (twenty-two) or 47.82% (forty-seven point eighty-two percent) of the students admitted that their understanding of English grammar was at an initial level. The next 21 (twenty-one) students; approximately 45.65% (forty-five point sixty-five percent) agreed that they were at an intermediate beginner comprehension level of the English grammar. Finally, the last tip demonstrates that only 3 (three) students, an equivalent of 6.52% (six point fifty-two percent), considered that they were high beginner grammar students.

As it can be noticed, most of the students thought they were low beginners and intermediate beginners in their comprehension of English grammar which raised a high percentage of 93.47% or 43 students from the total number of students surveyed. However, we couldn't say that these students were incapable of learning the grammar forms or rules presented to them, since they showed some formal knowledge of grammar even though their knowledge and comprehension of grammar was very low. On the other hand, students that were high beginners; correspond to the quantity of students that showed the highest interest

and enthusiastic in approaching the language learning through grammar tasks and practice of the exercises. They focused their attention on learning the English rules and forms.

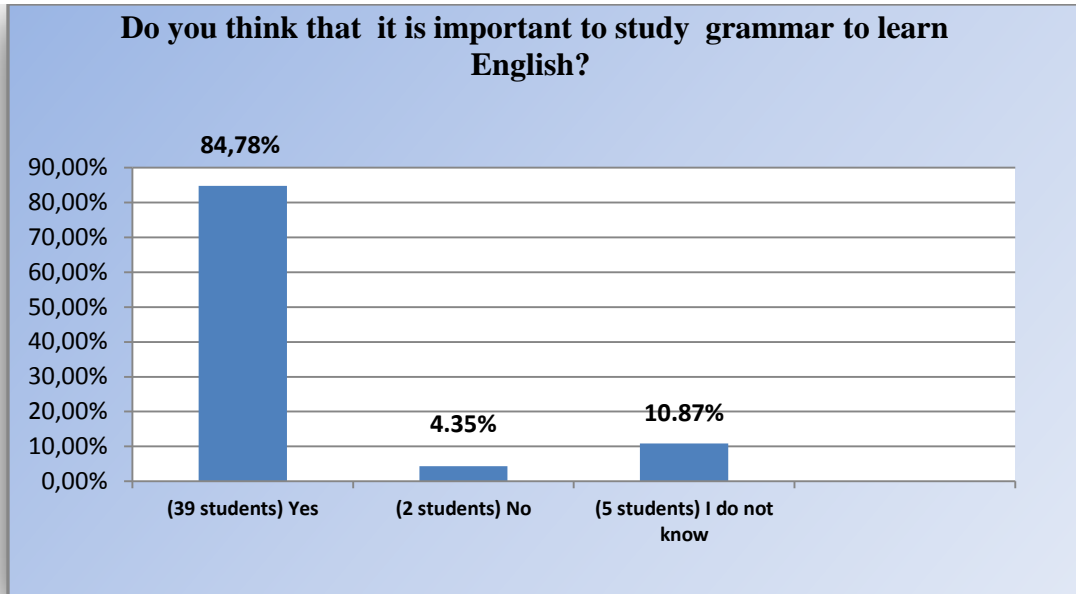
-Teacher's instructions to teach English grammar



In the figure above, we found diverse students' opinions: 30 (thirty) students, an equivalent of 65.21% (sixty-five point twenty-one percent), responded that they liked the teacher's performance to teach English grammar. After that, 16 (sixteen) students, that corresponds with 34.78% (thirty four point seventy-eight percent), thought that the teacher's performance was not what they expected.

As it can be seen, the majority of the students liked the teacher's performance in the classroom because the teacher used to cares a lot about student understanding and always tries to approach the students to help them when they requested it. The procedure that the teacher frequently used to teach English grammar was in the Spanish language which seems to be adequate for the lack of skills they had to use and understand grammar. On the other hand, the minority of the students felt uncomfortable with the teacher's performance; therefore, the teacher's performance should change according to the students' interest and need of English learning.

- The importance of studying English grammar to learn English as a foreign language

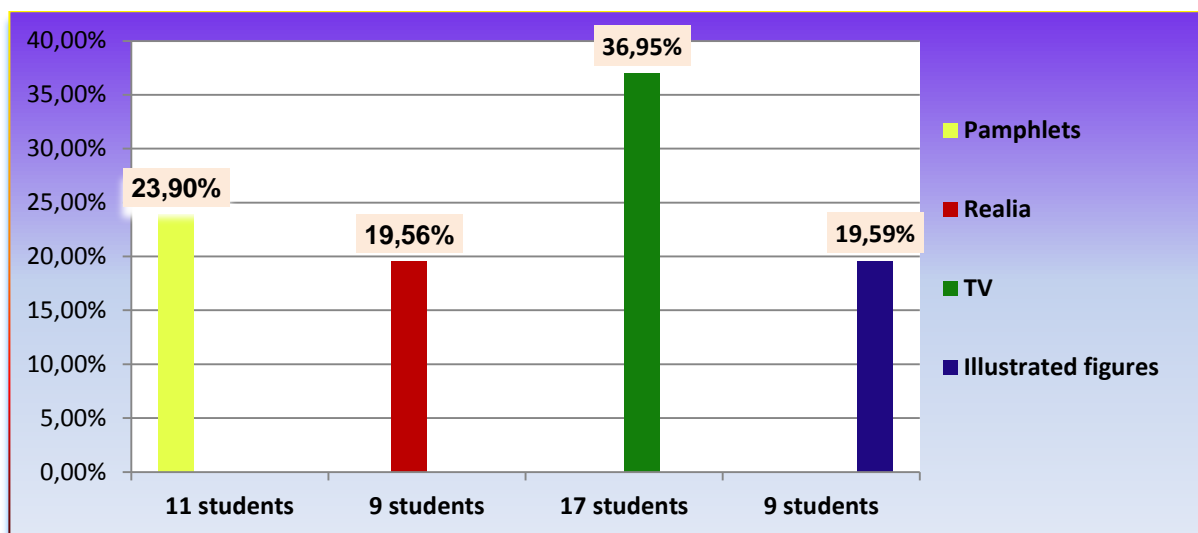


The information introduced in this table indicates what the students recognize some importance in studying grammar to learn English. The results were pointed out in the next way: 39 (thirty-nine) students; an equivalent of 84.78% (eighty-four point seventy-eight percent) considered that studying grammar is important to learn English. Also, 5 (five) students that is, 10.87% (ten point eighty-seven percent) were not sure about whether studying grammar is a necessary duty to learn English. Finally, the last 2 (two) students which corresponds with 4.35% (four point thirty-five percent) stated that it is not useful to study grammar to learn English.

As it is shown above, most students recognized that studying English grammar is important to improve their comprehension of English. These students agree that they had to study the grammar lessons that the teacher introduced to them to learn the English language more effectively so, they could be able to get more knowledge about the correct use of the language due to their slowness to get start understanding English as they were assessed through grammar tasks or classroom dynamics. In other words, they think that the explicit grammar help them a lot to understand the language faster and better. On the other hand, about 7 students out of the total number of students surveyed were not sure they will learn more English if they study English grammar. Correspondingly, these students probably felt

they were under the Standard English skills that a senior high school student should have. Thus, they were not able to ask or answer basic questions most of the time and they usually couldn't answer grammar exercises of basic grammar structures. As a final analysis, the last information stated may prove what Byrd (1998) suggests. She thinks that even if students are given knowledge about a foreign language, it does not necessarily enable them to use it.

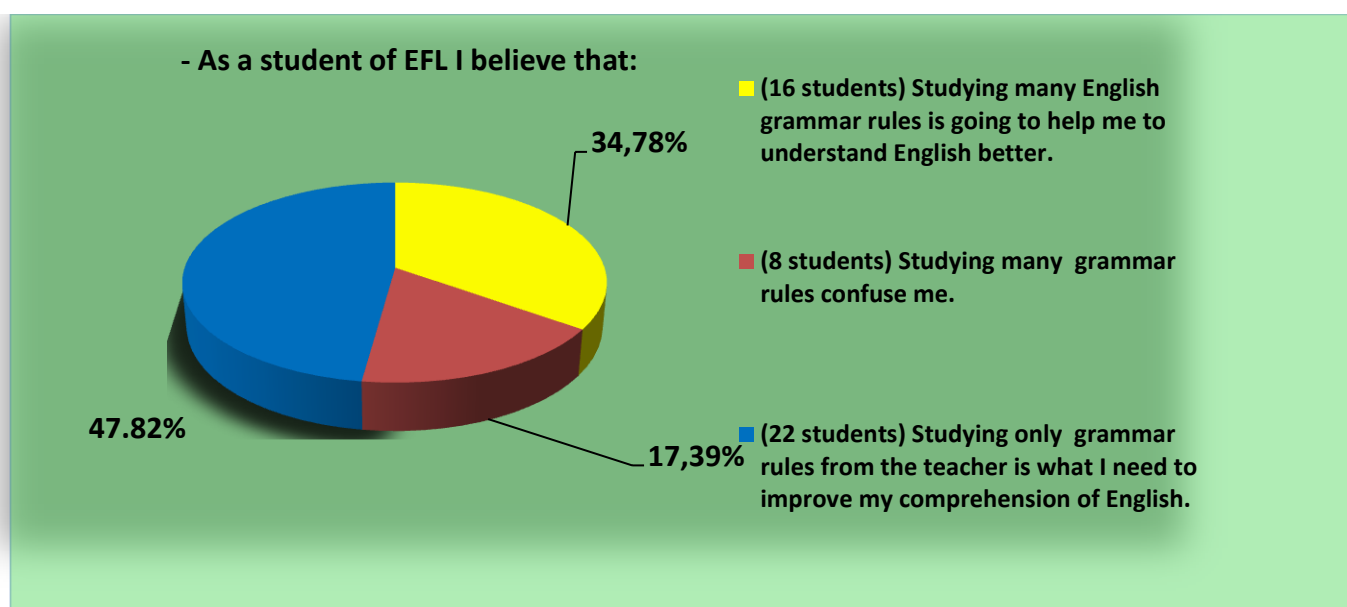
– Some didactic resources that students consider most convenient to study grammar



It is outstanding to see that most students wanted to learn English grammar through an untraditional way that was not noticed during the English lessons in this classroom. Notably, we could see and realized that the students didn't have electronic devices that may present to their eyes and ears the correct usage of the English language in natural context of native English speakers. Correspondently, the next results show a huge necessity that most students had to get a better leaning and understanding about the use of the English foreign language. In the first place, 17 (seventeen) students; an equivalent of 36.95% (thirty-six point ninety-five percent) agreed that they wished to learn English grammar by using TV, 11 (eleven) students, comparable to 23.90% (twenty-three point ninety percent), pointed out that it had been useful to use some pamphlets to study more English. Finally, an average similar to 9 (nine) students which correspond to about 39.12 (thirty nine point twelve percent) marked that they would have liked to use visual objects or academic material as "realia" and "illustrated figures" to get a better grammar comprehension and learning of many grammar structures through this techniques.

In the next analysis of the higher results gathered, a good percentage of about 28 students considered that TV and pamphlets are two very helpful resources to understand more English. Also, it can present the students good visual examples to learn about their culture and get more knowledge about the natural usage of the English language. For instance, they could have been more capable of remembering a grammar structure better and faster when a similar situation or information is presented to them in the classroom. In short, it is assumed that by the use of TV and pamphlets, they could obtain more grammar comprehension. As a result, they were participated more actively throughout grammar lessons resulting in an autonomous learning procedure which is a great way to keep learning and discovering new aspects of grammar in view of future application of new knowledge of grammar in an everyday context. At the same time by watching and listening a grammar lesson, they were be able to recall later what they watched on TV as some vocabularies, pronunciation and intonation of word in sentences in each new topic.

- Students' assumption about grammar



According to the students' assumption about grammar, twenty-two students (22), an equivalent of about 47.82% (forty-seven point and eighty-two percent), considered that studying only grammar rules from the teacher's guidance was what they needed to improve their comprehension of English grammar. Then, the other 16 (sixteen) students, an

equivalent of about 34.78% (thirty-four point and seventy-eight percent), believed that studying many English grammar rules in addition to the grammar they study from their teacher is going to help them to understand English better. Finally, only 8 (eight) students which correspond to the 17.19% (seventeen point thirty-nine percent) agreed that studying many grammar rules is confusing.

As it is noticed, most of these students appreciate the direct grammar instructions from the teacher and agreed that learning grammar directly from him will give them some knowledge to use the language better. This majority, which corresponds to about 28 students, depend on the teacher's instruction to improve their comprehension of the foreign language. Therefore, it is expected that they may satisfy their immediate communicative challenge that, at the same time, may have some positive effects on their English learning. In short, most of them believed that studying grammar has a rewarding effect on their learning. We assumed, that they thought that learning grammar is vital to improve the comprehension of English to achieve a better use of the English language. Nevertheless a minority of students expressed that too much exposure to English grammar rules is confusing. These are probably the students who presented the most serious weaknesses in the correct grammar usage in the classroom. Such opinions let us think that these students don't see themselves as good grammar students or "rule formers". Under those circumstances, they probably expect to practice and learn a same target English grammar lesson with more frequency and in different contexts instead of studying more and more grammar in each English encounter.

Conclusions

After making our investigation through the use of different instruments primordially focused on describing the teaching of English grammar to senior students at the INO classroom "A" through grammar learning in the classroom; we determined different aspects in our conclusion as follow:

According our model of investigation of action research upon students we could relate the English class with a series of grammar rules and vocabulary focused on students' English learning which for most of them is rewarding. Then they can see the meaning of the English language, how it works, and how they can use it. Most of them see grammar as an instrument to use the English language more effectively or "better". It was also noticed through the observation that most of the students really understand some grammar rules so they participate in the class, unfortunately. Nevertheless, we could observe that few students went through some difficulties in understanding the grammar rules and then putting them in practice, as a result of this, they did not participate and still worst sometimes they did not take notes about the teacher's explanation. Indeed, for some students the study of grammar was more complicated than they expected, resulting in lack of achievement to accomplish the purpose of studying English grammar that wasto learn English with more accuracy .

On the other hand, after observing the teacher's performance in the classroom, we concluded that it was clear for us that he was able to transmit correct grammar examples for the students to take notes for future studies and doing very well at school. It means that when the teacher explains some grammatical points, he cared for students' understanding so, he used to explain in Spanish the grammar topics so that, and they could understand faster to assimilate the information from the teacher. In short, the teacher tried to maintain the discipline with all the students in order students concentrate on what they were learning, In spite of this, we also could observe that teacher never used any kind of didactic resources that may contribute in their process of learning English.

After that, we concluded in the interview that he recognized that he tries to give his students certain abilities to transfer their grammar knowledge into the practice by the use of Spanish. At this point, he thinks this process may take a long time to assimilate the knowledge of English grammar than other classmates. In that case, he would like to be more prepared to make a better lesson plan. Also another aspect, he recognized as a very important is to count on more workshop trainings for teaching English grammar in order to do a better job as an English teacher in the classroom due to the process of teaching in some occasions is very slow and he said that is necessary to be up-to-date in some teaching methodologies.

Finally, in the survey of the students, many students accepted the study of grammar as an important tool to improve their comprehension of English. Nevertheless, they expect that their learning of grammar improves also by the use of didactic resources that may contribute to their learning of English in the classroom because students rely on their teacher more than any other source. These students really considered that it is essential to learn English grammar from the teacher because they expect their teacher be more creative in teaching English Grammar. Nevertheless, they really expect to improve their learning of English by using more didactics resources such as access to TV, realia, and handouts. In fact, grammar is valued by these students as the internal study of language that should be combined with other elements to make it more rewarding and pleasant not only in the present also in their future studies.

In a final general statement, the role of grammar and the way it should be taught to learn a foreign language is a controversial issue that suggests different points of view and questions that have to be answered with facts to confirm or deny its benefits in learning languages. Under those circumstances, we can infer that grammar teaching is not based on learning as much grammar as possible but its teaching is based on the interests or needs a person has in using a foreign language. There are three approaches of teaching grammar i.e. implicitly, explicitly and unconsciously (as babies learn). However, the point is not which method is better to learn a language but to use positively the benefits that the three approaches present since, it was found out that grammar is valued as an important resource

Gerald Medal & Richard Montero, The teaching of English grammar on senior students in the "Instituto Nacional de Occidente" (INO), León- Nicaragua, 2011. Page 56

to improve the comprehension of a target language and such learning should be accompanied with high motivation to help students reaching a better potential as language learners. Finally, no matter what method the teacher uses to teach grammar due to the fact that any method used is based on students' requirements and needs for learning a target language.

Recommendations

Based on the results and the conclusions drawn in our investigation, we have considered some recommendations for the English teachers and students of the INO in hope of helping them to improve their effects of teaching English grammar in the classroom.

- A. That the teachers should create a handout with exercises for students to learn English grammar taking into account their opinions and interests in language learning.
- B. That both the teachers and students should work together as active participants to improve the English teaching practice with the purpose of introducing rewarding teaching materials in the classroom as illustrated figures, TV, portable CD player and “realia” to minimize mechanical English teaching and learning and to create more enthusiasm and new expectation of leaning on students.
- C. To introduce the teaching of grammar to students with a communication purpose without forcing students to memorize a lot of grammar aspects to avoid confusion and over powering on both teachers’ practice and students performance.
- D. That English teachers should ask the principal authorities of the INO for Teaching Grammar Training Programs to reinforce the main teaching’s weaknesses that English teachers have and get better results from students’ attitudes towards the study of grammar.
- E. Finally and very important, to discipline and motivate more to the students with the intention they pay more attention to teacher’s lessons so, they play their full part in the process of learning English and they be more respectful with the English teachers’ work.

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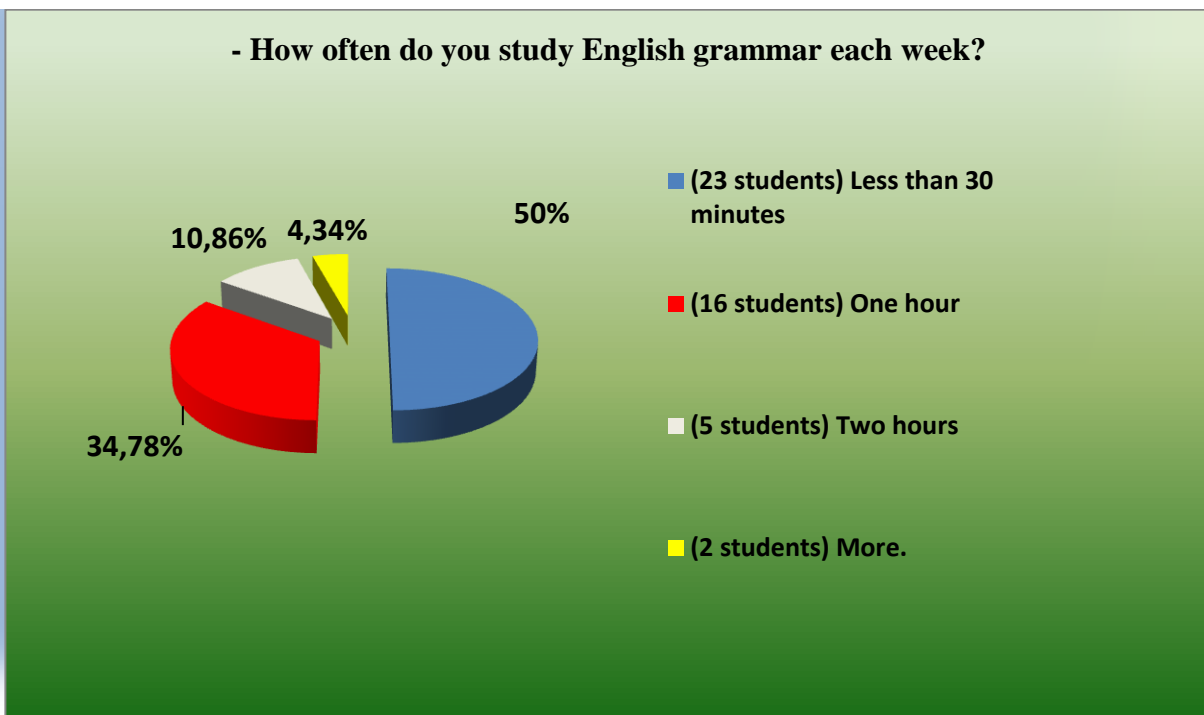
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Includes grammar research and teaching suggestion
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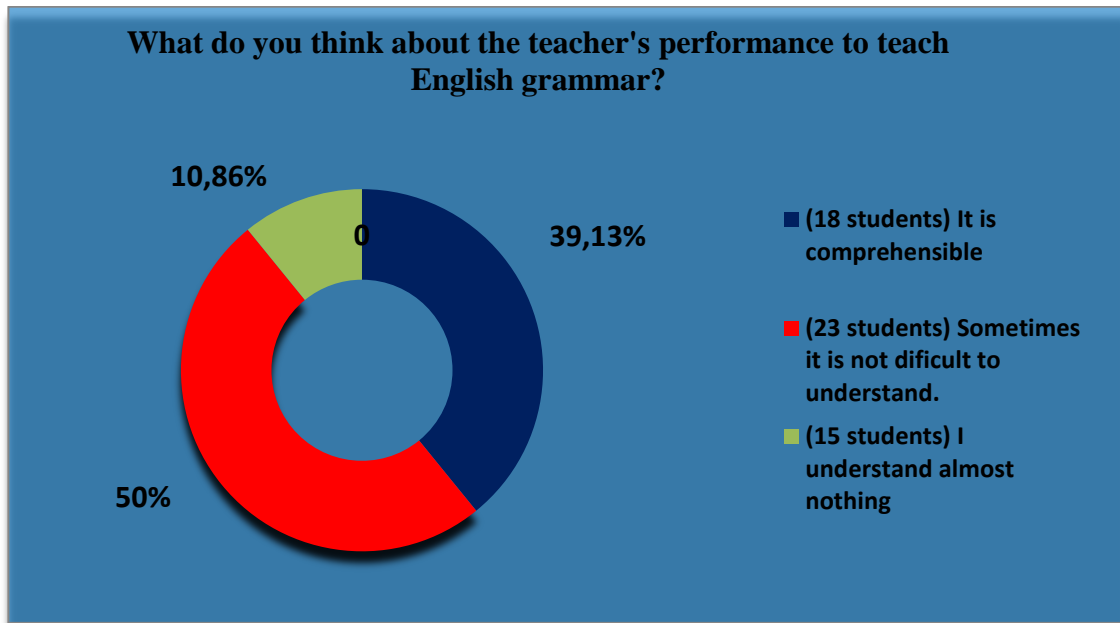
ANNEXES

—Frequency of time that students usually dedicate to the study of English grammar in a week.



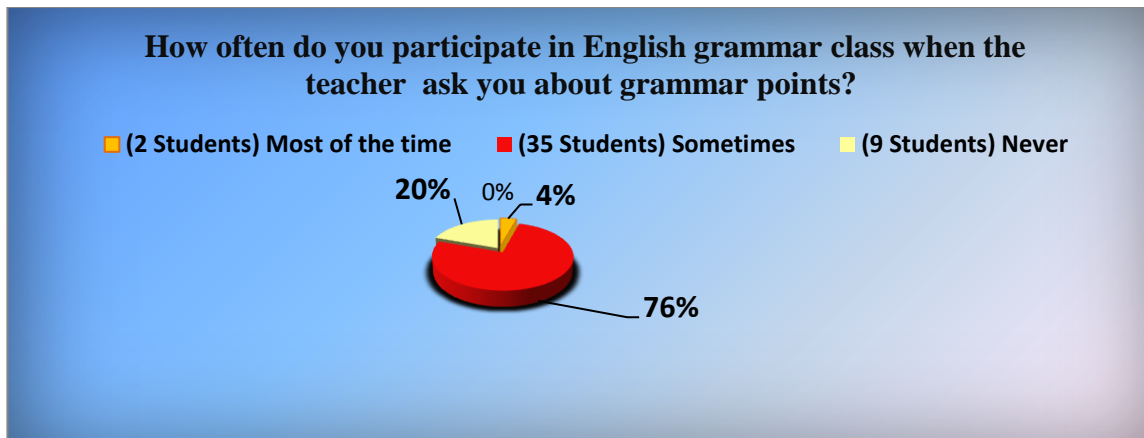
Regarding to the table above twenty-three students that corresponds to fifty percent assured that they studied English grammar less than 30 minutes. The other sixteen students pointed out that they studied English grammar rules only one hour. In addition, five students used to study English grammar for two hours. Finally, only two senior students in this survey pointed out have studied English grammar more than two hours in a week. As a result, the information depicted above shows that most of the students surveyed did not like to study grammar. However, they recognized some importance in the study of grammar and only a few amount of these students focus on memorizing grammar rules and practicing it as a means of improving their learning of English.

-Students' opinion about the teacher's performance to teach grammar



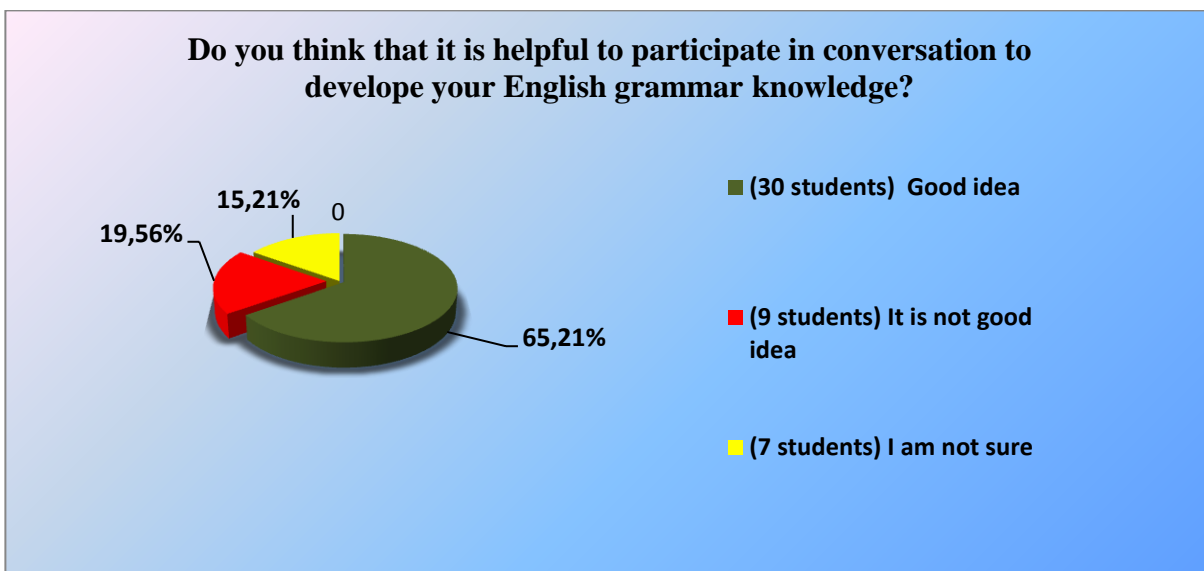
As can it be noticed, most of the students, over 50%, considered that sometimes it was not difficult to understand English grammar exercises because they were able to solve the grammar tasks by themselves. Second, eighteen students considered that the English grammar lessons were comprehensible so, they understood most of the time the teacher's instructions. We assume that this is because the teacher's performances were supported with easy examples. Finally, a small number of students, less 10.36%, answered that they were able to understand almost nothing of English grammar. These students needed that the teacher increased their confidence in their ability to use the target language. In this point, we think that the instructor should use more teaching resources to avoid this situation as much as possible; at the same time, he should persuade them to keep working on their language learning and motivate them to develop their ability to use the language taking into account their interest in learning the English language.

- Students' Participation through grammar tasks



As a matter of fact, most of the students, the 76%, answered that they participate when the teacher asked them a question about English grammar in the light of most of the time he persuades them to participate by giving them “extra-points” in the English subject. Moreover, the 20% of the students accepted as true that they never participated when the teacher asked them about an English grammar rule or lesson. These students were shy about their participation because they were not sure of their answers when the teacher demanded it so. In the final analysis, it is suitable to point out that only a few numbers of the students, around the 4%, like to participate most of the time when the teacher requested it; about an English grammar point. These students were really interested in accumulating points and they showed the highest intention of learning English.

-Students' interest about communicative grammar lessons in view of a better use of the English language



The table above represents that a good number of students, just over 65.21%, considered that is convenient to participate in English conversation in behalf of improving their English knowledge to use the language with more confidence in the future. In other words, these students thought that their teacher should teach English having in mind a communicative purpose. Then, nine students, that represents the 19.56% of the total number of students, were not sure of speaking in English during an English class; then, they may have thought that they were not able to carry out their participation through a conversation class which could be for them very difficult, but rewarding, taking into account that they would like to improve their comprehension of the English language and their resources for learning English are limited. Finally, the minority of them, the 15.21%, considered that they were not certain whether participating in conversation is a good idea to develop their English grammar knowledge or no. We assume that they were not sure that their comprehension of English will improve by trying to speaking in English. According to Patricia Byrd (1994), an expert in English grammar teaching, it should be done. She says: “The goal of grammar instruction is to enable students to carry out their communication purposes” To review, most of the students thought that participating in conversation will help them to develop their English grammar knowledge in view of a better use of the

English language while the minority of them were no sure or thought that it is a good idea to participate in English conversation to develop their comprehension and use of English. Thus, they do not have much confidence about their learning of English or they thought that they won't be able to learn very well this language. Therefore, they didn't feel confident they really need it to develop their knowledge of English.

-Mention any positive or negative effect of being taught English grammar during your teaching program of English in high school

Finally, there were two general and different points of view about the effects of being taught English grammar in this high school. According to the results that were obtained from the students; around 39.13% of them considered that they have forgotten many grammar rules they studied in previous years and nowadays, in the year 2011, they are not much interested in studying much English grammar as a duty for learning English. As a matter of fact, these days most of the time they make mistakes and errors in grammar usage because they were not very integrated into a very communicative performance of the English language; therefore, they have forgotten how to use many grammar rules they studied four or three years ago before their last high school year. However, they recognized that have been studying grammar rules for a long time, meanly since the moment they started their high school education, in hope of being able to get a score to pass the English subject at the end of a new academic year. Therefore, they expected to be able to remember some grammar rules to have a good performance in grammar tasks in the classroom or at home to accumulate the points they needed to don't fail the English subject. Nevertheless, they also let us know through this question that memorizing grammar rules did not have much sense for them to get a better use of English as a foreign language since, they still have difficulty to understand basic English grammar or have a short conversation with their teacher or even worse with a native English speaker. However, they expect to improve their knowledge of English in the futures to increase their possibilities of getting a good job, a carrier in other country or simply because they think it is important and necessary to know another language. In contrast with the 39.13 % of these students that did not see too much sense or some positive effects or rewarding results toward the teaching of English grammar; around 60.83%, agreed that they have seen some positive effects during the time that they

have been studying English grammar such as: they have learnt by heart the meaning of new words through the teaching of grammar they have received; moreover, they assured they have achieved a better performance of their writing and reading skill on the condition that they said they like to read in English and make their homework; therefore, these days they understand better basic English grammar in written information than in previous years. Thus, they are more enthusiastic and optimistic about trying to speak some words or asking question in English to their English teacher.

Survey to senior students from the morning shift

This questionnaire is totally anonymous and forms part of a monograph research to get a better comprehension of the effects of teaching English grammar. The main aim is to get to know your attitudes and opinions about it. We will appreciate your honesty.

Answer the following questions in the space provided:

Age _____

Sex	
male	
female	

1- What level of English grammar comprehension have you currently reached?

a) Advanced ___ b) Intermediate ___ c) Beginner ___

2- Do you like the way your English teacher instructs his grammar class?

a) Yes ___ b) No ___

3- Do you think that it is important to study grammar to learn English?

a) Yes ___ b) No ___ c) I do not know ___

4- Which didactic resource is most convenient for you to learn English through the study of grammar?

a) Pamphlets ___ b) Realia ___ c) TV ___ d) Illustrated figure ___

-
- 5- As a student of EFL I believe that:
- a) Studying many English grammar rules is going to help me to understand English better____
 - b) Studying many grammar rules confuse me____
 - c) Studying only grammar rules from the teacher is what I need to improve my comprehension of English ____
- 6- How often do you study English grammar each week?
- a) Less than 30 minutes____
 - b) One hour____
 - c) Two hours____
 - d) More____
- 7- What do you think about teacher's performance to teach English grammar?
- a) It is comprehensible____
 - b) Sometime it is not difficult to understand____
 - c) I understand almost nothing____
- 8- How often do you participate in English grammar class when the teacher asks you about some grammar points?
- a) Most of the time____
 - b) Sometimes____
 - c) Never____
- 9- Do you think that it is helpful to develop English conversation to improve your English grammar knowledge?
- a) Good idea____
 - b) It is not a good idea____
 - c) I am not sure____
- 10- Mention any positive or negative effect of being taught English grammar during your teaching program of English in high school.

Interview to fifth high school teacher from the morning shift

1- What kind of techniques do you usually use to teach English grammar?

.....
.....
.....

2- Do you consider your way of teaching English grammar is adequate? Why?

.....
.....
.....

3- Have you actually observed that sometimes some students do not pay attention to your English class? Why?

.....
.....
.....

4- What do you do to motivate and draw the attention of all your students?

.....
.....
.....

5- In your opinion. Do you consider that teaching grammar is very important so that, students improve their comprehension in English?

.....
.....
.....

6- As an English teacher. Do you think that you need more training to improve your ability to teach English grammar? Why?

.....
.....
.....

Activity programs 2011

№	Activities	Months																																							
		March				April				May					June				July				August				September				October				November						
		Weeks	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2
1	General meeting (Monday 21 th at 8:30 am) –Tutors and Students				X																																				
2	Development of protocol (Friday 01 st at 2:45pm) – Msc Martha Celia and Gerald Medal and Richard Montero					X																																			
3	1st Interview (Friday 08 th at 10:30 am) English teacher of 5 year, Person interviewed by Gerald medal and Richard montero						X																																		
4	1st Observation (Tuesday 12 th at 8:00-8:45 AM) students and teacher done by Gerald Medal and Richard Montero								X																																
5	Information research at the library of the INO.											X																													

1st diary
(Focused on students)

OBSERVATION TO THE STUDENTS

Date of observation: _____

Place: _____

Group: _____

Time of observation: _____

Name observer(s) _____

Participants: _____

POINTS TO OBSERVE

- Students' Behavior to attend the English subject.
- Students' motivation to learn or study English grammar.
- Students' attitude toward the English's teacher performance in the classroom.
- Students' participation.
- Students' interest toward grammar usage or rules.
- Students' comprehension about the current grammar lesson observed.

2nd diary
(Focused on students)

OBSERVATION TO THE STUDENTS

Date of observation: _____

Place: _____

Group: _____

Time of observation: _____

Name observer(s) _____

Participants: _____

POINTS TO OBSERVE

- Did student make their homework or have questions about their last English lesson?
- Students' Behaviors toward their English subject or grammar teaching.
- Task grammar comprehension (grammar rules, vocabulary).
- Are students more motivated than in the first observation?
- Have students any kind of supporting material to practice their English?
- Students' discipline.
- Students' interest in learning English grammar.

1st diary
(Focused on teacher)

OBSERVATION TO THE TEACHER

Date of observation: _____

Place: _____

Class: _____

Duration of observation: _____

Name observer(s) _____

Participants: _____

POINTS TO OBSERVE

- Does the teacher call students by name and respect them as individuals?
- Introduction of an English encounter.
- Materials used to teach English.
- Does it seem to be some enhance language learning?
- Is there an effective use of nonverbal communication?
- Does the teacher maintain control of the class?
- Does teacher move around the classroom?
- Is his teaching of grammar explicit?

2nd diary

(Focused on teacher)

OBSERVATION TO THE TEACHER

Date of observation: _____

Place: _____

Class: _____

Duration of observation: _____

Name observer(s) _____

Participants: _____

POINTS TO OBSERVE

- Does the teacher improve in finding any material to teach English grammar?
- Is his explanation as in the first observation?
- Teacher makes sure that students participate in English class.
- Does he maintain control without dominating the class?
- Teacher's motivation upon his students.
- Activities and combination of activities.
- Teacher's paralanguage in the classroom (tone of voice, intonation, volume)
- Distribution of time during an English lesson.

PROGRAMM ACTIVITY

In the next previous information, we suggest an English grammar program as a small example of the content of a grammar unit on behalf of the students' English learning; at the same time, we propose some communicative connotation of the each grammar lesson studied as a mean of improving the acquisition of English through the verbal communicative practice of grammar rules.

NAME OF THE UNITY	USE THE CORRECT FORM OF THE VERB TO BE (AM/IS/ARE)
NUMBER OF THE UNITY	I
SUGGESTED TIME	10 HOURS / CLASSES

- ❖ The students demonstrate comprehension in using the form of present simple, classroom practices and share basic personal conversation.
- ❖ Active participation so that students develop abilities of comprehension in essential grammar.

N°	Achievement Indicators	Basic Contents	Suggestion learning Activities	Evaluation Procedures
1	<ul style="list-style-type: none"> • The students use the correct form of verb "to be". 	<ul style="list-style-type: none"> • To complete some sentences. 	<ul style="list-style-type: none"> • The students practice grammar individually. 	<ul style="list-style-type: none"> • Verify if the students are completing the sentences correctly.
2	<ul style="list-style-type: none"> • The students interact in short dialogues confidently. 	<ul style="list-style-type: none"> • Making little conversations 	<ul style="list-style-type: none"> • The students' practice roles speaking each other in short 	<ul style="list-style-type: none"> • Check if the students use the right way of the use of

3	<ul style="list-style-type: none"> The students demonstrates abilities and domination asking questions in the classroom 	<ul style="list-style-type: none"> Asking questions 	dialogue. <ul style="list-style-type: none"> The students put into practices the use verb "to be" in short questions 	verb "to be" during the conversation. <ul style="list-style-type: none"> Value if the students are able to answer the questions using the right form of the verb "to be"
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EXERCISES

Ex. 1. Use the correct form of the verb TO BE (am/is/are)

- The teacher _____ in the classroom now.
- John and Mary _____ good friends.
- The train _____ ten minutes late.
- The men _____ tired.
- Those vehicles _____ slow-moving. (vehiculos lentos)
- The instructor's name _____ John Doe.
- Those weapons _____ powerful. (armas-poderosas)
- The instructors _____ in the staff-room. (sala de profs.)
- Doctor Smith _____ busy right now.

Ex. 2. Complete and practise these dialogues with a partner.

- Robert : How do you do? My name _____ Robert Brown.
 Jack : How do you do? My name _____ Jack Richardson. Where _____ you from, Mr. Brown?
 Robert : I _____ American. I _____ from Appleton, Wisconsin.
 Jack : Oh. That _____ very interesting.

- Frank : Hello. My name _____ Frank. What _____ your name?
 John: My name _____ John. How _____ you?

Frank : I _____ fine, thanks. _____ you a student here?
 John : No, I _____ not. I _____ an instructor.
 Frank : Oh. Pleased to meet you, Sir.

3. Peter : Hello, Mike
 Michael : Hello, Peter. Who _____ that girl?
 Peter : She _____ Mary. She _____ a new student.
 Michael : Where _____ she from?
 Peter : She _____ from Australia.
 Michael : _____ she single?
 Peter : No, she _____ . She _____ married.
 Michael : Oh. That's bad news.

4. Jack : Where _____ you, Jim?
 Jim : I _____ here, in the library.
 Jack : _____ you alone?
 Jim : No, I _____ . I _____ with my friend Janet. Come and meet her.
 (pausa)
 Jim : This _____ Janet. She _____ my classmate . She _____ from London.
 Jack : Hello, I _____ glad to meet you, Jane. How _____ you?
 Janet : I _____ fine, Jack. I'm glad to meet you, too.

Ex. 3. Answer the questions as in the example:

Are they instructors? (students) No, they are not. (They aren't instructors)
 They're students

1. Are the boys angry? enojados (hungry) hambrientos No, _____ (_____)
2. Are you thirsty? sedientos (hungry) _____ (_____)
3. Is Bob at home? en casa (at work) en el trabajo _____ (_____)
4. Are the children happy? felices (sad) tristes _____ (_____)
5. Is your brother a doctor? (an engineer) _____ (_____)
6. Are your friends American? (British) _____ (_____)
7. Are you a navy officer?(an army officer) _____ (_____)
8. Is the table clean? limpia (dirty) sucia _____ (_____)

