PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF SCIENCE EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

"ORAL COMMUNICATIVE ACTIVITIES TO ENHANCE THE ENGLISH GRAMMAR LEARNING PROCESS FOR TENTH GRADE STUDENTS AT COLEGIO PARTICULAR "ELOY VELÁSQUEZ CEVALLOS" IN LA LIBERTAD, PROVINCE OF SANTA ELENA. 2015."

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR:

KAREN IVETTE BRIONES CEDEÑO

ADVISOR:

LIC. BYRON VILLACRESES SANTILLÁN, MBA

LA LIBERTAD – ECUADOR

2015

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS

"ORAL COMMUNICATIVE ACTIVITIES TO ENHANCE THE ENGLISH GRAMMAR LEARNING PROCESS FOR TENTH GRADE STUDENTS AT COLEGIO PARTICULAR "ELOY VELÁSQUEZ CEVALLOS" IN LA LIBERTAD, PROVINCE OF SANTA ELENA. 2015."

TRABAJO DE TITULACIÓN

PARA OBTENER EL GRADO ACADÉMICO DE

LICENCIADA EN INGLÉS

AUTOR:

KAREN IVETTE BRIONES CEDEÑO

TUTOR:

LIC. BYRON VILLACRESES SANTILLÁN, MBA

LA LIBERTAD – ECUADOR

2015

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCE EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

"ORAL COMMUNICATIVE ACTIVITIES TO ENHANCE THE ENGLISH GRAMMAR LEARNING PROCESS FOR TENTH GRADE STUDENTS AT COLEGIO PARTICULAR "ELOY VELÁSQUEZ CEVALLOS" IN LA LIBERTAD, PROVINCE OF SANTA ELENA. 2015."

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR:

KAREN IVETTE BRIONES CEDEÑO

ADVISOR:

LIC. BYRON VILLACRESES SANTILLÁN, MBA

LA LIBERTAD – ECUADOR

2015

La Libertad, 6 November 2015

ADVISOR´S APPROVAL

I served as Advisor to undergraduate student Karen Ivette Briones Cedeño for the research paper under the title "ORAL COMMUNICATIVE ACTIVITIES TO ENHANCE THE ENGLISH GRAMMAR LEARNING PROCESS FOR TENTH GRADE STUDENTS AT COLEGIO PARTICULAR "ELOY VELÁSQUEZ CEVALLOS" IN LA LIBERTAD, PROVINCE OF SANTA ELENA.2015."

I declare that after guiding, correcting and reviewing the project, I approve it in its entirety. It meets the requirements of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University. This final project is eligible for submission to the academic tribunal for final approval.

Sincerely,

……...…….

Lic. Byron Villacreses Santillán, MBA

La Libertad, 5 November 2015

STATEMENT OF AUTHORSHIP

I, Karen Ivette Briones Cedeño with ID number 0940432321 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper "ORAL COMMUNICATIVE ACTIVITIES TO ENHANCE THE ENGLISH GRAMMAR LEARNING PROCESS FOR TENTH GRADE STUDENTS AT COLEGIO PARTICULAR "ELOY VELÁSQUEZ CEVALLOS" IN LA LIBERTAD, PROVINCE OF SANTA ELENA", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

_____

Karen Ivette Briones Cedeño

ID# 0940432321

BOARD OF EXAMINERS

Dra. Nelly Panchana Rodríguez, MSc.
FACULTY OF EDUCATION AND LANGUAGES DEAN

Lcda. Glenda Pinoargote Parra, M.A. Ed.
ENGLISH TEACHING CAREER DIRECTOR

Lic. Byron Villacreses Santillán, MBA
ADVISOR

Lic. Jorge Cevallos Salazar, MSc.
AREA PROFESSOR

Ab. Joe Espinoza Ayala, MSc.
GENERAL SECRETARY

DEDICATION PAGE

I want to dedicate this graduation research work to each one of my beloved relatives:

- To my dear parents Yonny and Nelly, for being a constant source of love, guidance and encouragement throughout my life.
- To my grandparents Angel and Esperanza for being role models to me and their suitable advice.
- To my aunts and uncles for making me realize the importance of higher education to contribute in the growth of our country.
- To my siblings Juan Carlos and Gisella for pushing me to chase my dreams.

All of them have been the leading inspiration to achieve such important goal. Without their truly love, positive role model, continued support and permanent confidence in me, I would not have the courage to reach this dream.

Karen

ACKNOWLEDGEMENT PAGE

First and foremost, I would like to express my deepest thanks to **God** for giving me the intelligence, strength and health to conclude this research paper and for putting exceptional people in my life.

One of those people is **my mother** who I am grateful for her unconditional assistance and all the sacrifices she has done on my behalf.

I would like to thank to **Peninsula of Santa Elena State University** for giving me the opportunity to access to quality education also **to my professors and classmates** for the unforgettable experiences we all lived together during the academic formation that contributed in my personal and professional growth.

Special thanks to **my advisor** for his worthwhile ideas and suggestions that helped me to complete this research paper.

And finally, I would like to express gratitude to the **authorities** of Colegio Particular "Eloy Velásquez Cevallos" for allowing me to collect the data and execute my research proposal.

Karen

DECLARATION

"The content of the following Graduation Work is my responsibility; the intellectual property belongs to the Peninsula of Santa Elena State University".

Karen

TABLE OF CONTENTS

COVER iii
ADVISOR´S APPROVAL iv
STATEMENT OF AUTHORSHIP v
BOARD OF EXAMINERS vi
DEDICATION PAGE vii
ACKNOWLEDGEMENT PAGE viii
DECLARATION ix
TABLE OF CONTENTS x
CHARTS xiv
GRAPHS xvi
ABSTRACT xvii
INTRODUCTION 1

CHAPTER I : THE PROBLEM

1.1 Title 3
1.2 Statement of the problem 3
1.2.1 Contextualization 5
1.2.2 Critical analysis 7
1.2.3 Formulation of the problem 8
1.2.4 Guideline questions 8
1.2.5 Delimitation of research object 9
1.3 Significance 10
1.4 Objectives of the research 11

CHAPTER II: **LITERATURE REVIEW**

2.1 Previous Research 12
2.2 Basis 13
2.2.1 Pedagogical basis 13

2.2.2 Psychological basis 13
2.2.3 Legal Basis 14
2.3 Fundamental categories 16
2.3.1 Grammar 16
2.3.2 Grammar Teaching 17
2.3.3 Traditional methods to grammar teaching 18
2.3.3.1 Grammar Translation Method 18
2.3.3.2 Direct Method 20
2.3.3.3 Audio - lingual Method 21
2.3.4 Approaches to grammar teaching 24
2.3.4.1 Deductive Approach 24
2.3.4.2 Inductive Approach 25
2.3.4.3 Guided discovery approach 25
2.3.5 Grammatical Competence 27
2.3.6 Grammar Dimensions 28
2.3.6.1 Form 28
2.3.6.2 Meaning 29
2.3.6.3 Use 30
2.3.7 Modern grammar teaching 32
2.3.7.1 Communicative Language Teaching Approach 32
2.3.7.2 The relationship between Grammar and the CLT Approach 34
2.3.8 Communicative practice 36
2.3.8.1 Oral communicative activities to practice grammar 38
2.4 Hypothesis 41
2.5 Variables of the study 41

CHAPTER III: METHODOLOGY

3.1 Research approach 42
3.2 Basic research modality 42
3.3 Level or type of research 43
3.3.1 Field research 43

3.3.2 Descriptive research 43
3.3.3 Documentary research 44
3.3.4 Applied research 44
3.4 Methods 45
3.4.1 Qualitative method 45
3.4.2 Quantitative method 45
3.4.3 Observation method 45
3.5 Population and sample 46
3.6 Variables operationalization 47
3.7 Techniques and instruments 49
3.7.1 Techniques 49
3.7.1.1 Semi-structured interview 49
3.7.1.2 Interview 49
3.7.1.3 Questionnaire 50
3.7.1.4 Written test 50
3.7.1.5 Oral test 50
3.7.2 Instruments 51
3.8 Data collection plan 52
3.9 Data processing plan 58
3.10 Analysis and interpretation of the results 59
3.11 Conclusions and recommendations 81

CHAPTER IV: PROPOSAL

4.1 Informative data 83
4.2 Proposal background 84
4.3 Significance 85
4.4 Objectives 86
4.5 Basis 87
4.5.1 Psycholinguistic basis 87
4.5.2 Pedagogical basis 87
4.6 Methodology (action plan) 88

4.7 Design and development of the proposal 89
4.7.1 Definition 89
4.7.2 Components of the booklet 89
4.7.3 Characteristics of the activities 89
4.7.4 What is Google Sites? 90
4.7.5 Set up of the booklet in Google Sites 91
4.7.6 Left side of the website 91
4.8 Analysis and interpretation of the results 116
4.9 Conclusions and recommendations 125
4.10 Strategies of improvement 127

CHAPTER V: **ADMINISTRATIVE FRAMEWORK**

5.1 Resources 128
5.2 Timetable 129
5.3 Bibliography 130
5.4 References 134
APPENDIX

CHARTS

		Page
Chart # 1	Common European Framework of Reference	5
Chart # 2	Problem tree	6
Chart # 3	Three-dimensional grammar framework	28
Chart # 4	Teacher's task in communicative practice	37
Chart # 5	Population	46
Chart # 6	Independent variable	47
Chart # 7	Dependent variable	48
Chart # 8	Data collection plan	52
Chart # 9	Data processing plan	58
Chart # 10	Age	64
Chart # 11	Gender	65
Chart # 12	Residence	66
Chart # 13	Interest in English class	67
Chart # 14	Years of English learning	68
Chart # 15	Frequency of grammar lessons	69
Chart # 16	Practice grammar activities	70
Chart # 17	Student´s assessment of teaching methodology	71
Chart # 18	Enjoyment of book activities	72
Chart # 19	Self-assessment of grammar knowledge	73
Chart # 20	Opportunities for English practice	74
Chart # 21	Extra ways to practice English	75
Chart # 22	Communication problems	76
Chart # 23	Importance of English	77
Chart # 24	Reasons for learning English	78
Chart # 25	Results of the pre-written test	79
Chart # 26	Results of the pre-oral test	80
Chart # 27	Informative data	83

Chart # 28	Action plan	88
Chart # 29	Perceptions towards the grammar instructor	118
Chart # 30	Perceptions towards communicative grammar	119
Chart # 31	Perceptions towards English grammar learning	120
Chart # 32	Results of the post-written test	121
Chart # 33	Results of the post-oral test	122
Chart # 34	Comparative analysis of the written tests	123
Chart # 35	Comparative analysis of the oral tests	124
Chart # 36	Strategies of improvement	127
Chart # 37	Resources	128
Chart # 38	Timetable	129

GRAPHS

		Page
Graph # 1	Age	64
Graph # 2	Gender	65
Graph # 3	Residence	66
Graph # 4	Interest in English class	67
Graph # 5	Years of English learning	68
Graph # 6	Frequency of grammar lessons	69
Graph # 7	Practice grammar activities	70
Graph # 8	Student´s assessment of teaching methodology	71
Graph # 9	Enjoyment of book activities	72
Graph # 10	Self-assessment of grammar knowledge	73
Graph # 11	Opportunities for English practice	74
Graph # 12	Extra ways to practice English	75
Graph # 13	Communication problems	76
Graph # 14	Importance of English	77
Graph # 15	Reasons for learning English	78
Graph # 16	Results of the pre-written test	79
Graph # 17	Results of the pre-oral test	80
Graph # 18	Google Sites logo	90
Graph # 19	Virtual environment of the booklet activities	91
Graph # 20	Perceptions towards the grammar instructor	118
Graph # 21	Perceptions towards communicative grammar	119
Graph # 22	Perceptions towards English grammar learning	120
Graph # 23	Results of the post-written test	121
Graph # 24	Results of the post-oral test	122
Graph # 25	Comparative analysis of the written tests	123
Graph # 26	Comparative analysis of the oral tests	124

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCE EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

"ORAL COMMUNICATIVE ACTIVITIES TO ENHANCE THE ENGLISH GRAMMAR LEARNING PROCESS FOR TENTH GRADE STUDENTS AT COLEGIO PARTICULAR "ELOY VELÁSQUEZ CEVALLOS" IN LA LIBERTAD, PROVINCE OF SANTA ELENA. 2015."

Author: Karen Ivette Briones Cedeño

Advisor: Byron Villacreses Santillán, MBA

ABSTRACT

Currently, English is one of the most widely spoken languages across the globe. Grammar is a salient aspect of language learning. Reports from recognized magazines such as Forbes, highlight the significance of being accurate in the foreign language to attain better life opportunities. The present research paper aims to determine the incidence of communicative grammar instruction and activities in the enhancement of the grammatical competence. This study involved the tenth grade students of Colegio Particular "Eloy Velásquez Cevallos" and was conducted throughout a period of four months. Initial data was gathered through a pre-oral and written test, interviews and a questionnaire. After the treatment phase, the results of implementing the proposal were collected through a post-oral and written test and a questionnaire. The results of the data analysis showed that the combination of grammar with CLT principles highly contributes to better learning outcomes and strongly suggest the application of the theoretical and practical tools presented in this research paper in Ecuadorian classrooms.

Keywords: Communicative grammar, grammatical competence and learning.

INTRODUCTION

With the expansion of the Communicative Language Teaching approach, the initial focus in most language classrooms was the attainment of high levels of fluency in the target language, while the teaching of grammar was viewed as old-fashioned, dull and unnecessary. Nevertheless, researchers in Second Language Acquisition argued the claims of CLT proponents stressing out that approaches that focus only on interaction without paying attention to grammar do not help learners attain native-like proficiency in the foreign language. Hence, the role of grammar instruction needed to be reconsidered as a means of acquiring a thorough mastery of the language.

Recognized scholars such as Newby, Larsen-Freeman, Nassaji and Fotos support the view of blending grammar instruction with principles of the Communicative approach in order to avert the controversy between focus on form and focus on meaning and help learners overcome the inert knowledge which refers to the inability of learners to use their grammar knowledge within interactive contexts.

This paper attempts to provide a selected theoretical framework with relevant information concerning to the diverse approaches to grammar teaching, the features and the benefits of communicative grammar with the aim of making an outstanding contribution to teachers' professional growth. In addition, it provides a set of communicative grammar activities perfectly applicable after the presentation and controlled practice stages of a grammar lesson that appeal the interest of learners,

motivate them to learn grammar and, which is more important, help learners enhance their grammatical competence.

The present research paper is structured in five chapters, which are detailed as follows:

Chapter I: It specifies the title, problem statement, significance, guideline questions, and objectives of the research.

Chapter II: It consists of the psychological, pedagogical, legal and theoretical basis supported by the literature review and mentions the hypothesis and variables of the research.

Chapter III: It details the population, sample, types of research, techniques and instruments established to collect the data and interpret the results. In addition, it indicates the variables operationalization, the conclusions and recommendations of the research.

Chapter IV: It establishes a solution to the issue. In this particular case, a booklet of communicative activities to practice grammar.

Chapter V: It designates the resources and materials used in the development of the research.

CHAPTER I

THE PROBLEM

1.1 Title

"Oral communicative activities to enhance the English grammar learning process for tenth grade students at Colegio Particular "Eloy Velásquez Cevallos" in La Libertad, province of Santa Elena. 2015."

1.2 Statement of the problem

English is the most used language for interaction among inhabitants from all over the world. More and more individuals recognize the relevance of improving their communication skills as prerequisite for success in this globalized world and are increasingly demanding quality learning resources.

During the past forty years, there has been a strong emphasis on meaningful, communicative grammar in the field of language teaching. Grammar provides the structure to arrange and put ideas and information across accurately. Consequently, choosing the adequate methodology for teaching grammar is essential in order to have language learners communicate effectively in daily life situations.

In spite of the fact that the Communicative Language Teaching (CLT) approach is universally the most accepted and practiced in foreign language classroom at the present time, traditional methods that focus on the rote memorization of grammatical rules are still employed in many classrooms. This creates learners who are able to recite the grammar rules by heart but are incapable of using that knowledge to communicate effectively.

An efficient way that modern educators have applied to counteract the issue mentioned above, has been the use of various types of oral communicative activities, such as: oral presentations, simulations, role-plays, debates, and so on. These activities bring language to life by providing a real basis for speaking, and the interactive exchange of ideas, opinions, and feelings with other people.

The Ecuadorian Ministry of Education highlights the advantages of the CLT approach and the transcendence of the English language. Therefore, it has carried out a project called *"Proyecto de Fortalecimiento de la Enseñanza de Inglés".* It aims to boost the quality of English language teaching and learning, as well as to ensure high school graduates and English teachers reach a minimum B1 and B2 language proficiency level, respectively, according to the *Common European Framework of Reference for languages: Learning, Teaching, Assessment* (CEFR). These two levels are described on the next page as follows:

Chart # 1: Common European Framework of Reference

Level B1	Level B2
Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple text on topics which are familiar or of personal interest. Can describe hopes, ambitions experiences, events, dreams and give brief reasons and explanations for plans and opinions.	Can understand the main ideas of complex text on both concrete and abstract topics, including discussions in the field of specialization. Can interact with a degree of fluency that makes interaction with native speakers quite possible without strain for either party. Can produce clear detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Source: Council of Europe
Elaborated by: Karen Ivette Briones Cedeño

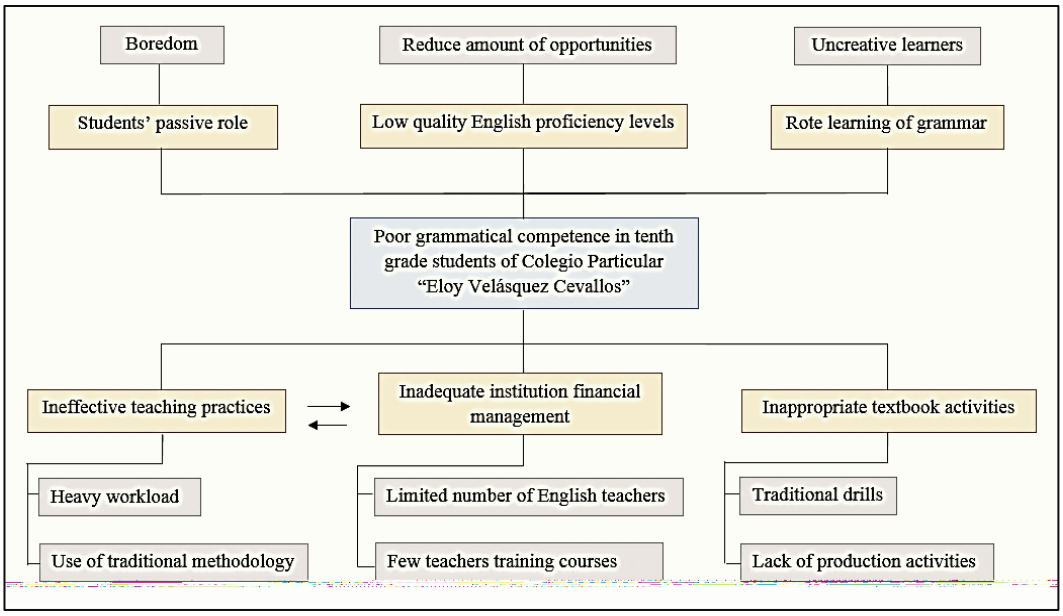
1.2.1 Contextualization

At Colegio Particular "Eloy Velásquez Cevallos", it has been observed that most of tenth grade students can solve grammar drills without further problems. However, when they are asked to speak, they do it with hesitation, making serious grammatical errors that shorten the opportunity to convey their ideas clearly and have a negative impact on building their linguistic confidence.

Among the causes that allow the problem to persist, is the application of traditional methodology, such as the Grammar Translation method and the

Deductive approach. The traditional methodology assigns students a passive role in learning and pushes them to see grammar as a monotonous part of English language learning. This problem is originated by a non-effective institutional management where the quantity of English teachers is limited. Heavy teachers' workloads and minimal attention given to teacher training courses; have a negative effect on students, whose learning outcomes might affect their performance in this competitive world. Additionally, the textbook's grammar activities focus on mechanical drills that lead students to the rote learning of rules. As a result of those causes, students' development of the grammatical competence has been impacted.

Chart # 2: Problem tree



Elaborated by: Karen Ivette Briones Cedeño
Source: Colegio Particular "Eloy Velásquez Cevallos"

1.2.2 Critical analysis

Even though the majority of tenth grade students have been studying English for more than nine years, they still experience lots of problems to communicate accurately. Unfortunately, it is hypothesized that those issues are the result of improper teaching practices.

As foreign language educators, our goal is to provide students with a quality education that allows them to use the language accurately for expressing feelings, supporting opinions and exchanging thoughts. Certainly, this can only be possible if educators keep up to date with the latest trends in education and are open to assume substantial changes.

Therefore, in the constant search to innovate and the attempt to solve this issue, principles of the communicative approach will be implemented in the English grammar learning process of tenth grade students by the application of oral communicative activities.

Consequently, it will be indispensable that English teachers from Colegio Particular "Eloy Velásquez Cevallos" devote more time for having learners practice the various grammar points communicatively to help them internalize in a more natural context the diverse language structures.

1.2.3 Formulation of the problem

How do oral communicative activities influence on enhancing the English grammar learning process in tenth grade students at Colegio Particular "Eloy Velásquez Cevallos" during the school year 2015-2016?

1.2.4 Guideline questions

- What is grammar?
- Why is grammar important in the learning of a second / foreign language?
- How to teach grammar?
- Why is the Communicative Approach the correct one to pursue to resolve the stated problem?
- What are the benefits of communicative practice?
- What effects does communicative grammar produce on learners?

1.2.5 Delimitation of research object

- **Field:** Education.

- **Area:** English Language.

- **Topic**: "Oral communicative activities to enhance the English grammar learning process for tenth grade students at Colegio Particular "Eloy Velásquez Cevallos" in La Libertad, province of Santa Elena. 2015."

- **Problem**: How do oral communicative activities influence on enhancing the English grammar learning process in tenth grade students at Colegio Particular "Eloy Velásquez Cevallos" during the school year 2015-2016?

- **Time limitation:** The research will be conducted during the school year 2015-2016.

- **Population limitation:** Tenth grade students, English teachers and director of Colegio Particular "Eloy Velásquez Cevallos".

- **Space limitation:** Colegio Particular "Eloy Velásquez Cevallos" is located in Libertad neighborhood, Canton La Libertad, Province of Santa Elena.

1.3 Significance

Since the 1970s, the Communicative Language Teaching Approach has been vastly implemented. For a long time it has been a matter of controversy whether grammar plays a salient role in a communicative approach. Nevertheless, it is impossible to participate in purposeful interaction without being able to articulate the structures of a language. Therefore, it is necessary for foreign language learners to master English grammar as a vital aspect to successful communication.

According to the communicative approach assumptions, learning is facilitated when learners are involved in interaction which results relevant and appealing to students. In this way, modern educators see the benefits of blending the communicative approach with grammar instruction.

After observing the teaching and learning of English grammar at Colegio Particular "Eloy Velásquez Cevallos", it arose the idea of elaborating a booklet with oral communicative activities to allow tenth grade students put into practice their knowledge of grammar in an interactive way through interesting topics and adapted to their level and the Santa Elena province reality.

This booklet will be an invaluable resource for teachers of Colegio Particular "Eloy Velásquez Cevallos", who will have the chance to reinforce their grammar instruction within an interactive and creative environment, utilizing the range of

activities proposed for each grammatical point. Moreover, tenth grade students will see the relevance of learning grammar for putting their ideas across precisely when expressing opinions about themes of interest.

1.4 Objectives of the research

1.4.1 General

To determine the incidence of communicative activities on improving the English grammar learning process through the analysis of the issues found at Colegio Particular “Eloy Velásquez Cevallos”.

1.4.2 Specific

- To analyze the data gathered through primary and secondary sources of information for the process of information gathering and its use in the research.

- To diagnose the importance of communicative activities during the English grammar learning process through the development of a theoretical framework based on modern teaching approaches.

- To design and implement of a booklet with oral communicative activities for enhancing the English grammar learning process of tenth grade students from Colegio Particular “Eloy Velásquez Cevallos.”

CHAPTER II

LITERATURE REVIEW

2.1 Previous research

Due to the revision of Second Language Acquisition (SLA) theories and recent studies on language teaching, there has been a growing interest in integrating grammar instruction and the communicative approach. Much theory on teaching grammar communicatively has been written; however, there are few previous studies on fusing grammar and communication in the classroom.

A study conducted in China by Jin (2007) failed to prove the effectiveness of implementing grammar instruction in the CLT approach. According to the research, there were several factors such as the class size, school facilities and teachers´ conformity with traditional grammar methods that led to unfavorable results of combining form-focused instruction and a meaning-based approach.

In Ecuador, there is a lack of research evidencing the effects of teaching grammar communicatively, which therefore gives rise to this research paper. The present study will address that issue by covering the pedagogical, psychological legal and theoretical foundations that support the combination of focus on form with meaningful communication in the classroom.

2.2 Basis

2.2.1 Pedagogical basis

There are aspects of Vygotsky´s methodology of paramount relevance to the teaching and learning of grammar.

Vygotsky (1978) manifests that:

> "The intellectual development of the individual cannot be understood as independent of the social environment in which the person is immersed, so the individual cannot live without activity or secluded from society, because he learns by observing, imitating, playing and interacting with the rest. These interactions promote the development and include active support, guided participation and the construction of learning through experience".

This suggests the use of pair and group work activities in the classroom. While interacting with mates, strong students may provide feedback to the ones with lower level and for instance bring them to higher learning outcomes.

2.2.2 Psychological basis

Vygotsky brings out that at the beginning all individuals need someone´s assistance before performing a task independently. This statement supports the need of grammar instruction as a medium for communication in the second/

foreign language. Moreover, Lev Vygotsky (1978) proposes a theory called "Zone of Proximal Development" which refers to the distance between learner's actual level of development and future level of development. In other words, what a learner can do now and what a learner may do with help. Feedback from whether teacher, adult or peer side will help learners reach higher levels of cognitive improvement.

2.2.3 Legal Basis

This research paper is supported on the following legal regulations:

Constitution of the Republic of Ecuador (2008)

Article 27.- Education will focus on the human being and guarantee his holistic growth, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; it will promote gender equity, justice, solidarity and peace; it will stimulate the critical sense, art and physical culture, individual and community initiative, and the strengthen of skills and abilities to create and work.

Education is indispensable for the knowledge, the exercise of rights and the construction of a sovereign country, and constitutes a strategic axis for the national development.

Article 343. - The national system of education will aim to foster individual and collective capacities and potentialities of the population, that enable learning, and the generation and use of knowledge, skills, arts and culture. The system will be learner-centered, and will operate in a flexible and dynamic, inclusive, effective and efficient manner. The national system of education will integrate an intercultural vision consistent with the geographical, cultural and linguistic diversity of the country, and the respect for the rights of communities, peoples and nationalities.

Organic Law of Intercultural Education (2011)

Article 2 Principles. - Bb Multilingualism

It is recognized the right of all people, communes, peoples and nationalities to be taught in their own language and in the official languages of intercultural relationship; as well as in other languages in relation to the international community.

Organic Code of Childhood and Adolescence (2014)

Article 37 Right to education

Children and adolescents have the right to a quality education. This right demands an educational system that:

Ensures that children and adolescents have teachers, materials, laboratories, and adequate resources, as well as they enjoy a favorable environment for learning. This right includes effective access to early education from zero to five years. Therefore, flexible and open programs and projects will be developed in accordance with the cultural needs of learners.

2.3 Fundamental categories

2.3.1 Grammar

The term *grammar* has been defined in several ways. Some refer to grammar as a language system, while, others; as a book containing grammatical rules. It has also been used to describe someone's use of rules.

According to Oxford Dictionaries, grammar is "the whole system and structure of a language or languages in general, usually taken as consisting of syntax and morphology (including inflections) and also phonology and semantics."

Evidently, this definition might be seen as incomplete as it only describes grammar as the structural set of rules of a language but it does not mention the function of those rules in language.

In his attempt to give a thorough definition of grammar, Swan (2005) points out that "grammar is essentially a limited set of devices for expressing certain kinds of necessary meaning that cannot be conveyed by referential vocabulary alone". Clearly, this definition emphasizes the function of grammar rules as an aid to transmit certain ideas that are not possible to express with single words. For instance, saying the words "small", "dog" and "house" will not clarify whether a dog is in the white house or a white dog is in the house.

Likewise, Scrivener (2013) views grammar as a living resource that enables people to exchange ideas and feelings, and helps to understand what others write or say.

2.3.2 Grammar Teaching

For a long time, with the rise of CLT in the 1970s, the usefulness of grammar teaching and learning was questioned. Researchers such as Prabhu (1987 cited in Nassaji & Fotos, 2011) stated that grammar practice activities were regarded by some language instructors as being purposeless and prejudicial to the achievement of communicative competence. Nevertheless, modern researchers have highlighted the significance of grammar in the EFL classroom.

Nassaji and Fotos (2011) on their research on grammar instruction manifest four reasons why grammar teaching is fundamental:

1) Hypothesis that claim the learning of language without formal presentation of grammar rules have been found theoretically questionable. "Noticing" is a necessary condition for learning.
2) Language learners pass through cognitive stages. It implies that the teaching of grammar is favorable to help learners accomplish their learning goals.
3) Exposure to language does not assure accuracy then, grammar instruction is needed.

4) Evidence for the positive impact of grammar instruction. According to previous research, it facilitates the attainment of accuracy.

Larsen-Freeman (2001) emphasizes that the goal of grammar instruction is to "enable language students to use linguistic forms accurately, meaningfully and appropriately". Similarly, Newby (2008) stresses that grammar allows learners to express their ideas in real situations; and like Larsen-Freeman, he points out that it is the teacher's task to find the right methodology for facilitating learners' development of the grammatical competence.

Clearly, all these reasons and opinions from researchers and experts in linguistics are substantial evidence that prove grammar teaching is an indispensable resource to help learners become proficient users of a second/foreign language.

2.3.3 Traditional methods to Grammar Teaching

2.3.3.1 Grammar Translation Method (GTM)

As its name indicates, the GTM focuses on the explicit explanation of grammatical rules and forms followed by the word-for-word translation of sentences and texts from the native language (L1) to the foreign language (L2) and vice versa.

The Grammar Translation Method dominated the foreign language teaching from the 1840s to the 1940s and was based on the classical method of teaching Greek and

Latin. Its main proponents were: Karl Plötz, Johann Seidenstücker, H. S. Ollendorf and Johann Meidinger.

Richards and Rodgers (2001) state "there was no theory, literature that offered a justification for this method or that attempted to relate it to issues in educational theory". Furthermore, they mention the main features of the GTM that are itemized below:

- Its main goals were: to enable learners to read the literature of the foreign language and expand their intellectual skills.
- It considered L1 as the reference system for the acquisition of L2. Hence, L1 was used as the medium of instruction to explain and compare the target language and the native language.
- It placed a predominant emphasis on reading and writing skills. Little attention was paid to listening and speaking.
- It promoted the enhancement of students´ accuracy.

During the late 19th century, opponents to the GTM claimed for new ways of teaching foreign languages. They considered that this method was ineffective in teaching learners to communicate in L2 and impractical for multilingual classes.

2.3.3.2 Direct Method

The Direct Method also known as “the Natural Method”, emerged in response to the Grammar Translation Method. It was first implemented in France and Germany and gained popularity in the United States by Saveur and Berlitz´s flourishing language schools.

Saveur (cited in Richards and Rodgers, 2001) and other advocates of the Direct Method claimed that using the target language actively in the classroom was the best way to teach it and contrary to the GTM, L2 could be taught without translation. The main features of this method were these:

- Learners were taught only in the foreign language.
- There was a special emphasis on teaching daily vocabulary and sentences.
- It gave priority to listening and speaking skills.
- Meaning was conveyed using pictures, mime and demonstration.
- Learners were encouraged to infer grammatical patterns.
- Correct grammar and pronunciation were accentuated.
- Oral skills were practiced through exchanges of questions and answers.

Despite being successful in private language schools, the Direct Method presented few shortcomings. First, it was unaffordable for public schools as it required hiring native or native-like speakers. Second, the principles of this method relied exclusively on the instructor teaching skills, textbooks were paid little or no

attention. Third, its opponents considered that sometimes it was more efficient to use the native language of learners in order to save time.

By the 1920s, the use of Direct Method had declined. Nonetheless, there are still traces of this method that have survived in today´s classrooms; which include instruction in L2, use of visuals and gestures, and emphasis on speaking and listening skills.

2.3.3.3 Audio- lingual Method

The Audio-lingual Method first referred to as the "Army Method", became known in the foreign language teaching from the mid-1950s to the 1970s.

Linguistics emerged as an academic discipline in the 1950s. Thus, the Audio-lingual method was based on structural linguistics that involves classifying utterances in their linguistic levels, and on the behaviorist theory defended by Skinner who pointed out that humans could be trained through a system of reinforcement and according to their performance they would receive feedback.

This method considered learning as a habit formation and had its origins in the United States during the outbreak of World War II to meet the initial need to help soldiers learn rapidly the languages of their enemies. Later, most colleges and universities implemented it with the aim to keep Americans update with the latest scientific inventions and discoveries in other countries.

Similarly to the Direct Method, the target language was the medium of instruction but in contrast to the Grammar Translation Method, translation was avoided. Among other features of the Audio-lingual method can be mentioned the following:

- Oral proficiency was the main goal.
- Learners were trained in listening comprehension.
- Cultural aspects were taught.
- Accurate pronunciation and grammar were emphasized.
- Instructors played an active role, modeling pronunciation, correcting mistakes and initiating interaction with learners.
- Language laboratories, audio recorders and audiovisual equipment were essential tools in the teaching-learning process.
- Learners were asked to repeat and memorize everyday dialogues.
- Grammar was taught through the presentation of dialogues (deductively).
- Several types of drills were used to reinforce grammar.

Brooks (cited in Richards and Rogers, 2001) mention some of the Audio lingual drills still used today in language classrooms which embrace the following:

- *Repetition*. Learners repeat an utterance. After some repetitions, they may be asked to add more words to the initial utterance.

  T: I am walking. Ss: I am walking. I am walking *in the classroom.*

- *Replacement*. A word of an utterance is replaced by another.

  T: Carolina bought a computer. Ss: *She* bought a computer.

  T: Rita called James yesterday. Ss: Rita called *him* yesterday.

- *Expansion*. Word order changes when a word is added to the utterance.

  T: I drink coffee (often) Ss: I *often* drink coffee.

  T: He runs (fast) Ss: He runs *fast*.

- *Transformation.* A sentence is transformed into negative or interrogative form or changed to other tenses.

  T: People will live on Mars. Ss: *Will people live on Mars?*

- *Restoration.* Learners use the words given to make a well-formed utterance. Teacher may specify the grammatical tense of the utterance.

  music/ Peter/listening *Peter is listening to music.*

This method was discredited for several reasons. Despite providing plenty of oral practice, learners were unable to communicate outside the classroom. Avoidance of errors did not help students build their negotiation skills and some linguists such as Noam Chomsky, rejected the idea that learning a language was a habit formation. He stated that humans have innate abilities to generate utterances and should be encouraged to use them meaningfully.

2.3.4 Approaches to grammar teaching

2.3.4.1 Deductive approach

In the deductive or rule-driven learning, the grammar lesson commences with the explicit explanation of rules, followed by the presentation of examples of sentences that aim to allow learners understand the grammar rules more clear. Once they understand the rules, plenty of controlled practice is given to consolidate and internalize their knowledge.

The deductive approach is teacher-centered, it places strong emphasis on error correction, and practice of language forms is usually mechanical. These features make experts correlate it with traditional methods such as the Grammar Translation method.

Widodo (2006) manifests the advantages and drawbacks of deductive instruction. Among the chief advantages of the deductive approach are that it may be time-saving as teachers go straight to the explanation of grammatical patterns also, it concurs with cognitive theories of learning through the use of sequential activities that support learners with analytical styles. On the other hand, explicit explanation of grammar inhibits learners' participation in the construction of their own learning and consequently language structures become less memorable.

2.3.4.2 Inductive approach

The inductive approach or rule-discovery learning requires learners to work together on a range of examples given in advance by the teacher and notice by themselves the rules of a specific grammar structure. Conversely to the previous approach, this one puts emphasis on interaction; it is considered a learner-centered approach as it encourages students to build their knowledge through the use of awareness skills, and it is often associated with the Direct method.

Widodo (2006) also reveals benefits and drawbacks of the inductive approach. The advantages of this approach lie on the fact that it provides learners an additional chance for language practice as they work collaboratively noticing grammatical features. This pattern-solving task entails high levels of motivation and long-term memory of language structures. However, through this kind of discovery activities, learners may hypothesize wrong rules that will result in an inefficient use of time and the effort invested by the teacher on designing materials would be in vain.

2.3.4.3 Guided discovery approach

The Guided discovery approach is a combination of the best features of the deductive and inductive approach. In a grammar lesson, it starts with the exposure to a specific grammatical structure through contextualized examples presented with the aid of illustrations, reading, listening or sentences in context. Immediately,

learners are asked to work collaboratively to infer grammar rules, which later will be explained explicitly by the teacher to avoid misunderstandings, followed by the application of those rules in some controlled and freer practice.

According to Saumell (2012), this approach is ideal for teaching grammar at all levels of language ability due to the fact that it offers cognitive, linguistic and social benefits.

Cognitive benefits:

- Stimulates critical thinking skills
- Involves learners in problem-solving tasks.
- Facilitates long-term memory learning.

Linguistic benefits:

- Promotes active interaction.
- Requires extra language practice.
- Resembles natural language learning.

Social benefits:

- Enhances learners´ autonomy.
- Fosters collaboration.
- Motivates learners.

For a long time, there has been considerable argument with regards to which approach to the teaching of grammar works best. Nonetheless, each of the approaches discussed above offers its own benefits; the application of one of them in the classroom will certainly depend on the grammatical forms taught and learners` cognitive styles.

2.3.5 Grammatical Competence

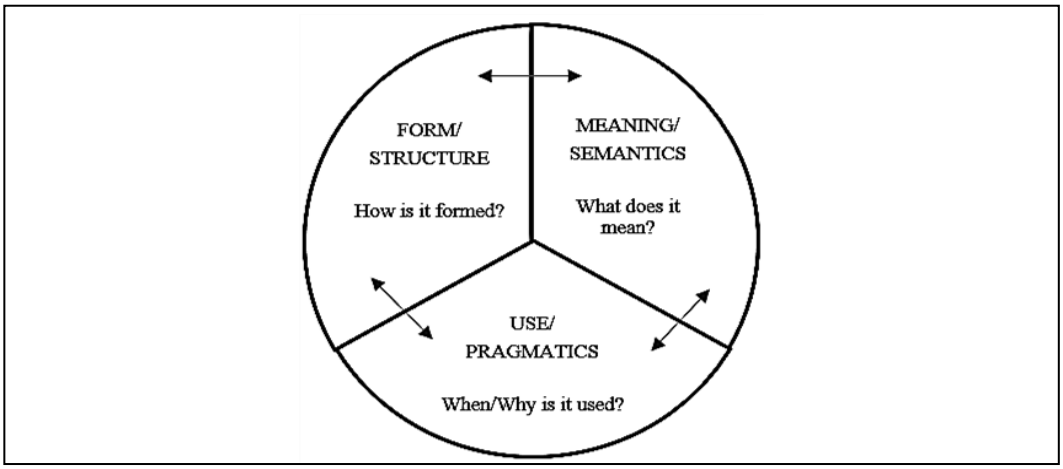
The grammatical competence also called linguistic competence refers to the ability of identifying and producing utterances that respect the different grammar rules of a language including semantics, pronunciation, word and sentence formation, vocabulary and spelling. In other words, it measures the knowledge about how to express accurately and appropriately in oral and written communication.

Gao (2001) mentions that the grammatical competence does not only act to promote accuracy, it also helps language users to become fluent in second/foreign language production. Meanwhile, Larsen-Freeman suggests that in order to help learners acquire grammatical competence, educators do not simply have to teach grammar rules and ask learners to memorize them. Instead, they ought to integrate three relevant dimensions of grammar, which will be discussed in the next section in detail.

2.3.6 Grammar Dimensions

In her book "*Teaching grammar",* Diane Larsen-Freeman (2001, p. 232) manifests: **"**Grammatical structures not only have (morphosyntactic) form, they are also used to express meaning (semantics) in context-appropriate use (pragmatics)." Therefore, she provides a three-dimensional framework to help educators identify where the learning challenge lies and consequently enhance their grammar instruction, which will benefit learners to achieve the grammatical competence.

Chart # 3: Three-dimensional grammar framework



Source: Larsen-Freeman
Elaborated by: Karen Briones Cedeño

2.3.6.1 Form

The **form** dimension deals with the way in which a particular grammatical structure is composed and organized with other structures. For instance, in terms of the present progressive tense the grammar structure is built with a subject, followed by the auxiliary verb *be* and the *ing* form of the main verb.

To practice the distinctive language forms, research has proven the usefulness of meaningful activities over decontextualized drills. One of the reasons that supports this point is that mechanical drills materialize the *inert knowledge*, which is attributed to the students' inability to transfer knowledge from drills into communicative situations within and outside the classroom.

According to research conducted by Spada and Lightbown (cited in Larsen-Freeman, 2001) instructors that focus learners' attention on language form during interaction are more effective than those who do it in decontextualized grammar lessons. In addition, meaningful practice activities of form raises students' level of interest as they are interacting about something relevant, which rarely occurs with the traditional practice of utterance transformation exercises.

2.3.6.2 Meaning

The **meaning** dimension refers to the message conveyed by a grammar structure. Meaning can be *lexical* e.g., a dictionary definition for the word "electricity" or *grammatical* for instance, the simple past tense signals actions or events occurred in the past (Larsen- Freeman, 2001).

Many ESL/EFL learners find this dimension challenging. A clear example of this is when learning phrasal verbs, because in most cases their meanings cannot be deduced from their elements or they have various meanings. In this case, teachers

can make use of photographs, actions and/or games to help students relate the form and the meaning of a particular structure.

It is also important to emphasize that a meaning can be expressed through different forms. For instance, when talking about future events a speaker can use *will, be going to* or *the present progressive* form.
The last dimension will provide some insight for teachers to help students select the form that best suits the context.

2.3.6.3 Use

The **use** dimension is concerned with the when and why a particular grammatical form is more suitable than other forms to convey meaning within a specific context. Choosing a specific grammar structure from two or more will depend on the levels of formality or how the speaker wishes to position himself e.g., in a polite way, a friendly way, a bossy way, etc.

Many learners find this dimension challenging. Despite knowing a great deal of grammatical forms, they often feel unsure of which to use since they are afraid to sound pompous or rude. In this case, role-plays are a helpful tool to deal with this problem as they permit teachers to create distinct contexts within the same situation. For instance, when practicing modal verbs, the instructor can divide his students in two groups and ask one of them to role-play a situation where they make requests to

a friend, while the other group makes requests to a stranger. Through this sort of practice learners will figure out that there is more than one option to convey the same message, and how the sociocultural context influences on the choice of form.

According to Larsen- Freeman, integrating form and use in a grammar lesson is indispensable in order to overcome the inert knowledge problem in students. Additionally, she claims that focusing on form is not sufficient to help students become competent foreign language speakers, they must be aware that each structure carries one or more than two meanings and how they are best used within a particular context. Let us consider this final example:

Form	May + base form of verb
Meaning	Request, permission, possibility
Use	Formal. In informal situation, people tend to use *can*

If a student tells her American boyfriend “May I use your computer?” he will not have problem understanding what his girlfriend means. However, he might find the request rarely formal.

2.3.7 Modern grammar teaching

2.3.7.1 Communicative Language Teaching Approach

CLT also known as the Communicative approach arose in Europe in the 1970s and it is widely used in today´s language classrooms. The international spread of this approach was influenced by the Council of Europe, by linguists such as Wilkins, Candlin and Widdowson who established its theoretical foundations and by numerous textbook writers that advocated this new approach to language teaching.

The core aim of the Communicative approach is to help learners achieve *communicative competence* in L2. The term "communicative competence" coined by Hymes (1972) makes reference to the speaker´s knowledge and ability to use the language appropriately in diverse social contexts. It is composed of four competences: grammatical, sociolinguistic, discourse and strategic. All these are fundamental aspects in order to be communicatively competent in the target language.

Among the features of this approach are the following:

- The goal of language learning is to communicate.
- Peer and group interaction activities are encouraged from low levels and should meet students' needs and interests.
- Classroom activities attempt to resemble real communication.

- Learners are active participants in their own learning. Teacher only acts as a counselor.
- Students learn by doing. Errors are part of the learning process.
- Fluency is given predominant importance.
- Learners are exposed to real-world language use through the integration of authentic materials in the classroom.

At the level of classroom procedures, CLT offers language instructors the flexibility to implement its tenets according to the language skill, learners' level, age and social context. In a few words, there is not a fixed procedure to follow and some traditional procedures may be included in a CLT lesson. For instance, in some CLT textbooks the new contents are introduced with dialogues followed by some questions based on the dialogues and on students´ life. After that, communicative expressions from the dialogue are highlighted and explained in terms of the level of formality. Then, learners are encouraged to hypothesize the rules underlying the grammar form used in the dialogue, as well as its meaning. Finally, the teaching points are practiced proceeding from guided to freer oral production activities.

Littlewood (cited in Richards and Rodgers, 2001) differentiates between two types of activities that reflect the principles of the Communicative approach: functional communication and social interactional activities. The first type of activity requires learners to use their language resources to complete a task (e.g. comparing pictures, giving directions, etc.) while; social interactional activities push learners to transmit

their beliefs, feelings and perspective. Examples of these activities include debates, role-plays, interviews, etc.

Even though, CLT is currently the predominant approach to language teaching, some teachers find its principles inapplicable due to some barriers in implementing it such as over-crowded classrooms, lack of teaching materials and students' reluctance to speak English.

2.3.7.2 The relationship between Grammar and the CLT approach

With the widespread adoption of the Communicative Language Teaching approach in language classrooms, there was a high priority for having learners attain fluency in L2 while, the role of grammar instruction was de-emphasized. However, as presented before in this paper, according to Nassaji and Fotos' research (2011), teaching approaches that merely focus on interaction and claim that exposure to the target language is sufficient to acquire it, are found inadequate. To illustrate this, they cite Swain´s research in French immersion programs, which prove that even though French learners were exposed to meaningful contexts for a long period of time, they presented serious problems to communicate accurately.

Clearly, those researchers suggest reconsidering the significance of grammar teaching for the mastery of L2 and emphasize the need of blending grammar and communication in such a way learners become both accurate and fluent in the target

language. Moreover, researchers advocate that language forms become indelible and easier to retrieve if they are practiced in communicative contexts.

As stated in the previous chapter, the Ministry of Education supports the implementation of CLT in Ecuadorian classrooms. In accordance with that, this paper aims to provide a theoretical basis on how grammar instruction can be integrated into the communicative approach.

Newby (2008) stresses that modern grammar teaching is the product of traditional methods, the communicative approach and learner-based approaches. Numerous traces of traditional methods are still part of foreign language classroom practices where the emphasis is placed on the monotonous treatment of grammar items and learning is seen merely as a cognitive process. On the other hand, more and more educators are using elements of the communicative approach in the form of oral activities to bridge the gap between grammar knowledge and use. This attempt has a strong connection with learner-based approaches in terms of imposing a central role on learners. Therefore, Newby proposes a model that combines the cognitive and communicative elements that influence modern grammar.

This approach to grammar pedagogy is called the Cognitive+ Communicative grammar and derives from Cognitive theories of learning and CLT principles. C+C grammar approach seeks to describe the cognitive processes involved in an individual´s mind when learning grammar and how grammar can be exploited as

a means of communication. Additionally, it is based on a cognitive model of learning which includes the following stages:

1. Awareness: Learners notice the new item of grammar embedded in a dialogue or text to make connections between meaning and form.
2. Conceptualization: Learners build hypothesis of the grammar rules of a pattern and the teacher confirms them in order to help students internalize the rules.
3. Proceduralization: Learners consolidate language forms through the use of scaffolded practice activities.
4. Performance: Learners are encouraged to use the forms in communicative tasks. Correctness is given less importance.

Noticeably, this approach reduces the inconsistency of the approaches discussed in this paper that either aggrandize or diminish the value of grammar. It attempts to strike a balance on both competence and performance instead.

2.3.8 Communicative practice

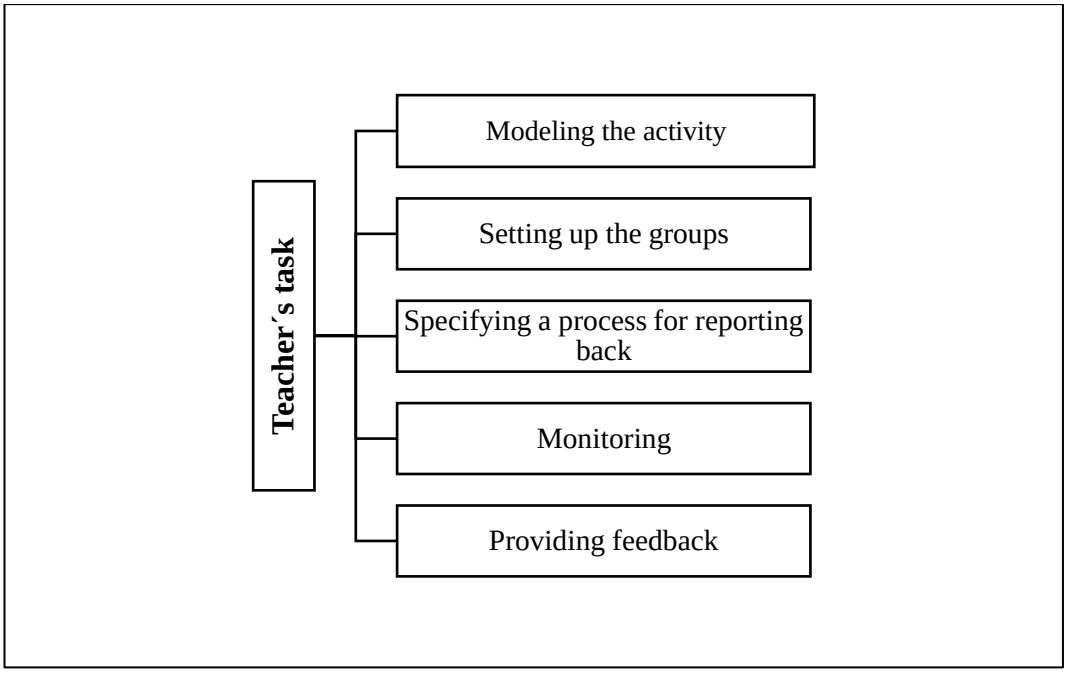
According to Penny Ur (2009), once learners have assimilated the content in their short-term memory, they should be moved to the communicative practice stage in order to absorb that content in their long-term memory. Communicative practice addresses the following benefits in the ESL/EFL classroom.

- Resembles real-world communication.
- Makes students see the relevance of learning as a vehicle for communication.

- Provides students the opportunity to assess their language skills.
- Pushes learners to build up strategies for negotiating meaning.
- Helps students to internalize grammar forms and vocabulary.
- Provides learners opportunities to build up both fluency and accuracy.

During the communicative practice stage, learners assume an active role while the teacher acts as a facilitator performing the functions presented in the chart below:

Chart # 4: Teacher's task in communicative practice



Source: Bitterlin, G., Price, D., and Savage, K
Elaborated by: Karen Briones Cedeño

2.3.8.1 Oral communicative activities to practice grammar

Communicative practice activities are an extraordinary tool to create a connection between grammar and the four language skills.

The C+C grammar approach establishes pedagogical and communicative criteria that facilitate the learning process and must be incorporated into the design of communicative grammar activities.

- Learners should be involved in active mental activities in order to deepen knowledge of language forms.
- Activities should fulfill cognitive and emotional needs of learners.
- Teachers should promote classroom interaction through activities that encourage learners to bring in their own ideas.
- Activities should be part of a context and have a clear outcome.

The communicative grammar activities that are presented in this paper in addition to providing learners with the opportunity to practice language forms and enhance their grammatical competence and language skills, they have a substantial influence on the enhancement of social and emotional skills such as team working and self-confidence.

- **Information Gap Activities**

In information gap activities, a student has information that the other does not have that must be shared in order to complete a task. Students usually work in pairs and sit back to back. They must not see the information of their partners, instead they need to talk and make use of abilities that are employed in real communication, such as: turn-taking, paraphrasing, clarifying meaning and scanning. This activity offers the benefits of reinforcing vocabulary and grammar, increasing learners' motivation and creating a more communicative environment.

Types of information gap activities include: jigsaw, picture dictation and spot the difference.

- **Interview grids**

This activity consists in having learners working in small groups or with the whole class asking and answering questions and taking notes of classmates' answers on a chart. Interview grids can be designed to practice a specific grammatical structure; e.g., an interview based on daily routines will involve the use of the present tense. Besides the benefit of practicing and increasing knowledge of grammar, this activity expands student´s vocabulary, foments interaction and involves learners in the application of their speaking, listening and writing skills.

- **Oral presentations**

This type of activity can be done individually or in groups. It consists in a short talk about a specific topic chosen by the teacher or the students.

Oral presentations are useful for these reasons: help students boost their confidence in public speaking, give them the opportunity to practice the four language skills and let them assume an active and autonomous role in their learning.

- **Role-plays**

A role-play is an oral activity that positions learners in an imaginary situation where they have to portray a character. This activity can be done in pairs, groups or with the whole class and it is often carried out with the use of realia, sounds and furniture to help the role play come alive and make it more enjoyable and meaningful.

In addition to promoting creativity, developing fluency and raising interest, role-plays provide ESL/EFL learners the opportunity to apply and see the relevance of learning for social interaction. Moreover, they constitute a tremendous tool for working on the "use" dimension of grammar as students have the chance to practice communication in various registers (e.g. talking to a boss, talking to a friend, etc.).

- **Board games**

This educational game is usually played in small groups and can be adapted to a specific content, learners' age and level.

Using board games in the classroom offers intellectual, social and emotional benefits. Intellectually, board games allow students recycle vocabulary, grammar or content covered in previous lessons, and foster students' imagination and critical thinking skills. Socially, this activity encourages students to interact with their peers, and teaches them to follow rules and to take turns. Emotionally, board games produce a positive effect on building learners' self-confidence and create a relaxing learning atmosphere.

2.4 Hypothesis

The implementation of oral communicative activities will help to enhance the English grammar learning process of tenth grade students from Colegio Particular "Eloy Velásquez Cevallos".

2.5 Variables of the study

- **Independent variable:**

  Oral communicative activities

- **Dependent variable:**

  English grammar learning process

CHAPTER III

METHODOLOGY

3.1 Research approach

This project is based on the descriptive research, taking into consideration that the activities will be implemented in the English grammar learning process of the tenth grade students from Colegio Particular "Eloy Velásquez Cevallos" and it seeks to explain the results obtained through tests, interviews and questionnaires.

This research has permitted observing the students' knowledge and attitude towards grammar learning, with the intention of generating theories that help to overcome the diverse issues found. The overall goal of implementing the activities is for learners to improve both the grammatical and communicative competence.
In this chapter the level of research, techniques and instruments that will be applied during the study have been taken into consideration.

3.2 Basic research modality

This work is a feasible project based on the descriptive, field and documentary research, along with the model of critical, reflexive and creative analysis, which proposes a solution to the problem by implementing oral communicative grammar

activities with the intention of strengthening the educational process.

3.3 Level or type of research

This research project is within the qualitative paradigm and will use the type of research: field, descriptive, documentary and applied under these parameters:

3.3.1 Field research

Field research is a method that aims to collect primary data in a natural setting. It involves a range of methods: interviews, observation, collective discussions, and results from activities.

In this research work, the data was gathered in the same place where the problem was identified, at Colegio Particular “Eloy Velásquez Cevallos”. Consistent with the idea that research is the deliberate search to solve an issue, the proposed activities will be applied in the context of tenth grade students since it is the target population involved in the problem.

3.3.2 Descriptive research

It describes the characteristics of the elements that constitute the problem being studied. It permits the identification of the possible relationship between the

variables. Descriptive studies make use of specific information collection techniques such as observation, interviews and surveys.

3.3.3 Documentary research

Documentary research aims to know, broaden, deepen and deduce different approaches and theories of diverse authors, using books, journals or publications as source materials.

In order to lay the foundations of this research work in the theoretical and legal aspects, different books and e-books from Peninsula of Santa Elena State University library and virtual library were used, as well as other documents from outside sources that served as scientific support.

3.3.4 Applied research

It involves the practical application of research findings to overcome a problem. It starts with the systematic description of the issue, then it is framed within a theory, the described situation is evaluated in light of that theory and a solution to the problem is proposed.

This type of research will allow the implementation of oral communicative activities to enhance the English grammar learning of tenth grade students from Colegio Particular “Eloy Velásquez Cevallos”.

3.4 Methods

3.4.1 Qualitative Method

Qualitative method refers to a method where the researcher does not involve statistics to present data. Qualitative researchers rely on these methods for gathering information: observations, note-taking, journals and interviews.

This paper used the qualitative method, in order to gather information about English grammar teaching and learning at Colegio Particular "Eloy Velásquez Cevallos", the researcher interviewed: the director, teachers and students.

3.4.2 Quantitative Method

As its name suggests, this method refers to the systematic research of social phenomena via numerical, statistical, or mathematical data.

This method was used at the beginning of the research and after the instruction phase to assess the grammatical knowledge of apprentices through an oral and written test.

3.4.3 Observation Method

This method aims to observe carefully the phenomena of study. It typically involves the use of a formally structured observation instrument where the researcher needs

to use their senses to observe the population that is been studied. This method was used to observe the grammar teaching and learning process of tenth grade students also to determine their progress in the English language learning.

3.5 Population and sample

3.5.1 Population

The population of this research is made up of the following participants:

Chart # 5: Population

Population			
No.	**Description**	**Quantity**	**Percentage**
1	Authorities	1	4%
2	Teachers	2	9%
3	Students	20	87%
	Total	23	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Elaborated by: Karen Ivette Briones Cedeño

3.5.2 Sample

To determine the sample, the total population is taken as it is considered that the population size is manageable (23)**.** It implies that no sample size formula will be applied.

3.6 Variables operationalization

Chart # 6: Independent variable

Independent variable: Oral communicative activities

Conceptualization	Dimensions	Indicators	Items	Instruments
Activities that bring the language to life by providing a real basis for speaking, and the interactive sharing of thoughts, and experiences with another person.	Significative learning Cooperative learning Verbal performance	That the activities grab the interest of 90% of the students. That learners have the chance to apply what they learned meaningfully. That teamwork be promoted through the use of the proposed activities within a suitable learning atmosphere. That the activities contribute to the performance of 90% of the students.	What are the perceptions of teachers and students towards the activities? What are the attitudes of learners concerning peer and group work? What is the impact of the activities on learners' oral performance?	Questionnaire Interview Camera Observation guide Questionnaire Observation Video camera Oral test Speaking rubric

Elaborated by: Karen Ivette Briones Cedeño

Chart # 7: Dependent variable

Dependent variable: English grammar learning process

Conceptualization	Dimensions	Indicators	Items	Instruments
Process by which learners through the methodology used by the teacher, learn the required contents of grammar to develop their grammatical competence.	Learning process	That 90% of the students realize the relevance of learning grammar as a tool for communication in the target language.	What do the students think about grammar learning?	Questionnaire
	Teaching strategies	That the teachers adopt strategies to translate theory into practice.	What are the attitudes of learners towards grammar instruction?	Questionnaire
	Grammatical competence	That 90% of the students improve their grammatical competence.	What is the impact of communicative grammar on enhancing the grammatical competence of learners?	Grammar test Observation

Elaborated by: Karen Ivette Briones Cedeño

3.7 Techniques and instruments

3.7.1 Techniques

3.7.1.1. Semi-structured interview

A semi-structured interview is a qualitative method of research. It is flexible and adaptable interview that allows the interviewer to bring up or omit questions according to what the interviewee says.

This type of interview provided extra material such as explanations, attitudes and experiences to see director perspectives regarding English language learning and grammar.

3.7.1.2 Interview

An interview provides a means of measuring a population's characteristics, attitudes or opinions, and needs. They are invaluable in planning and evaluating programs.

This technique was applied to gather particular information through direct questions regarding the problem and, it allowed getting opinions about the proposal.

3.7.1.3 Questionnaire

A questionnaire consists of a set of questions or statements regarding the variables to be measured. It is one of the most used research techniques to collect, quantify, and compare the data necessary to achieve the objectives of the research project.

In this research work, questionnaires were used in order to determine tenth grade students' viewpoints towards grammar learning and instruction before and after the treatment phase.

3.7.1.4 Written test

It consists in writing a number of items to which the student has to respond in the same way. This instrument provides useful results to counteract issues found in the learning process. A pre- and post-written test will be administered to determine the incidence of the application of the research proposal to enhance the grammar learning.

3.7.1.5 Oral test

An oral test is a type of interaction that requires quick thinking and genuine responses. It seeks to accredit the knowledge about a particular topic and the skill of the respondent to communicate. Likewise the written test, a pre- and post-oral test

will be conducted to determine the repercussions of communicative grammar teaching on boosting grammatical competence and oral performance.

3.7.2 Instruments

3.7.2.1 Observation guide

During all the research process, the observation guides were a useful tool. Through this instrument the stated problem was identified. In addition, it was possible to assess the students' improvement in their grammatical competence and oral production.

3.7.2.2 Video camera

This instrument was used during the research process to capture pictures and record videos as an evidence of the application of interviews, tests and the implementation of the oral communicative activities to practice English grammar.

3.7.2.3 Notebook

During the study, a notebook was used to take notes about students' performance and attitudes during the practice stage in order to provide feedback and make all the adjustments needed in the educational process.

3.8 Data collection plan

Chart # 8: Data Collection plan

Basic questions	Explanation
1. What for?	To enhance the English grammar learning process.
2. From which people?	The tenth grade students from Colegio Particular "Eloy Velásquez Cevallos".
3. About what aspects?	Oral communicative activities.
4. Who?	Karen Ivette Briones Cedeño
5. To Whom?	Students and teachers of Colegio Particular "Eloy Velásquez Cevallos".
6. When?	2015 - 2016.
7. Where?	At Colegio Particular "Eloy Velásquez Cevallos" located in La Libertad, Santa Elena Province.
8. What data collection techniques?	Questionnaires, observation and interviews.
9. With what?	Observation guides, questionnaires and camera.

Elaborated by: Karen Ivette Briones Cedeño

3.8.1 Before the application of the proposal

- **Interview**

For the present research, an interview with the main authority of Colegio Particular "Eloy Velásquez Cevallos" was vital in order to determine the importance given to the English language in his institution, the time and resources assigned to the teaching of English and the possible support to the application of the research proposal.

- **Interview**

Teachers' opinions were of substantial significance to identify the roots behind the poor grammatical competence of learners. Thus, an interview to the teachers of Colegio Particular "Eloy Velásquez Cevallos" was conducted during the first week of March 2015. Through the handling of the interview data, it was possible to know the teaching qualifications and experience of the respondents, to determine teachers' viewpoint with reference to the grammar teaching and learning process, and to confirm the need of the research proposal.

- **Questionnaire**

During the last week of the school year 2014-2015, a questionnaire was applied to the students that are currently coursing tenth grade.

That instrument was written in the native language of the learners and applied personally by the researcher. The questionnaire was comprised of these types of scales: Likert scale, frequency scale and intensity scale.

Questions 1 to 3 aimed to obtain some personal information of learners such as age, gender, address. Questions 4 to 5 sought to determine the length of English language learning and learners' attitudes towards it. Questions 6 to 10 were concerned to the English grammar learning process, those questions aimed to obtain data about the frequency grammar was taught, the types of grammar practice activities offered by textbook, students´ perceptions towards grammar instruction and self-assessment of grammar knowledge. Finally, questions 11 to 15 dealt with determining additional opportunities that learners had to practice English, whether they faced problems while interacting and factors that motivated them to the learning of the English language.

- **Pre-written grammar test**

The pre-grammar test was administered during the second week of May 2015 to assess the ability of students to recognize correct grammar. The contents to design the test were chosen from the syllabi of eighth and ninth grade textbooks used by

the learners. Among the contents included were: the simple present tense, present progressive, simple past, be going to, and comparative adjectives.

The type of test used was multiple-choice answers, made up of 20 items and with a total score of 50 points. The time given to students to complete it was 30 minutes.

- **Pre-oral grammar test**

The pre-oral test was carried out a week after the application of the written grammar test and the purpose of its conduction was to assess student´s usage of correct grammar in the oral context. This test contained 10 questions; it was taken individually and lasted about 5 minutes per each student.

Likewise the written test, the total score was 50 points and it was designed in such a way learners were unconsciously using some of the target grammar chosen for the previous test. It was divided into three types of questions; the first ones were designed to have the students talk about their personal information, in the second type of questions the students were asked to observe a picture and respond questions about it, while in the last type of question learners were required to make questions based on the prompts given in order to get specific information from the examiner.

3.8.2 After the application of the proposal

- **Questionnaire**

After 4 months of implementing principles of CLT in grammar lessons and the use of some of the proposed activities to practice grammar communicatively, tenth grade students were asked to fill out a new questionnaire with the purpose of determining their attitudes regarding grammar instruction, learning activities and their levels of motivation towards the learning of English grammar.

The questionnaire was written in Spanish as the previous one and contained 10 items that made use of a frequency scale.

- **Post-written grammar test**

The post-written test was designed with the same format, number of items and type of answers of the pre-written test. The only difference lied on the grammatical structures selected to tailor this test. During the instruction phase, six grammar points were covered. The correct use of the simple present, present continuous, simple past, will, should and first conditional tense was assessed. The results of the test helped determine whether learners' grammatical competence had developed after the training process.

- **Post-oral grammar test**

Except for the content of the questions and the pictures, the post-oral test was similar to the previous test in terms of design, types and number of questions. Those questions were designed to elicit the use of the grammar forms taught in the instruction phase. The responses of half of the students chosen randomly were recorded during the test.

This test was conducted to compare learners' grammatical competence and oral performance before and after the instruction phase.

- **Interview**

Once the proposed booklet of communicative activities was concluded, an interview to the English language teachers was administered in order to identify their opinions about the proposal, to determine their willingness to apply it into their grammar lessons and to know and implement the literature findings of the present study to sharpen their teaching skills.

3.9 Data processing plan

Chart # 9: Data processing plan

Determination of a situation	Data search	Data collection and analysis	Statement of solution
The poor grammatical competence of tenth grade students from Colegio Particular "Eloy Velázquez Cevallos" was witnessed through class observations.	Once the problem was identified, the researcher started looking for related information at the internet, articles and books, among others.	The problem was validated through diagnostic grammar tests a questionnaire and interviews directed to the students, director, and teachers. The findings were analyzed to develop a proposal in order to solve the stated problem.	The implementation of oral communicative activities to enhance the English grammar leaning process of tenth grade students was justified.

Source: Colegio Particular "Eloy Velásquez Cevallos".
Elaborated by: Karen Ivette Briones Cedeño

3.10 Analysis and interpretation of the results

3.10.1 Interview with the director of Colegio Particular "Eloy Velásquez C."

Purpose: To determine the support to the implementation of a communicative activities' guide for enhancing the English grammar learning of tenth grade students of Colegio Particular "Eloy Velásquez Cevallos".

Name: Eduardo Parrales Torres
Time: 9:35 a.m.
Interview duration: 15 minutes
Date: March 9th, 2015

Question # 1: From your point of view how important is the English language in modern education?

At present time, English is recognized as the leading language used for global communication and international trade. For those reasons, Ecuadorian education authorities are already given the importance of teaching the English language; they have increased hours of English class in order to motivate students to learn enough about the language.

Question # 2: In this institution, how many hours a week are devoted to teaching the English language?

Eight hours per week divided into four hours for the Language Arts subject, two hours for Oral expression, and two hours for the Science subject.

Question # 3: What resources does this institution have to teach English?

Young staff but with an intention to work, collaborate, and continuously improve their teaching. In terms of infrastructure, there is a classroom equipped exclusively for English teaching, which has a projector, computer and speakers. It has also been provided to students the computer lab to practice the cd activities of their textbook.

Question # 4: Do you think the dominance of English grammar is important?

Absolutely, grammar is important in every language as it allows us to understand, communicate better and know how to string properly a sentence.

Question # 5: Will you support the implementation of a guide to improve the English grammar learning process of tenth grade students?

Yes, everything that benefits our students is well received.

Summary

This interview made it possible to obtain useful information. According to the director´s responses, it can be concluded that the English Language is of foremost importance in Colegio Particular "Eloy Velásquez Cevallos" because of the amount of time designated to teach English per week. In addition, the students have a special classroom equipped with modern technology and audiovisual aids for learning the English language. To conclude, the director showed enthusiasm for the research proposal and gave the go ahead to the execution of the data collection and the proposal.

3.10.2 Interview with the English teachers of Colegio "Eloy Velásquez C."

Number of teachers interviewed: 2

Purposes:

- To know about the teaching and learning of English grammar at Colegio Particular "Eloy Velásquez C."
- To determine the pertinence of a communicative activities' guide to enhance the English grammar learning process.

Question # 1: What is your level of education?

Interpretation: One of the teachers has a bachelor degree in English teaching, while the other teacher is currently studying English teaching at U.P.S.E. University.

Question # 2: What English level do you consider as having?

Interpretation: One of the teachers expressed that her English proficiency level is advanced, and the other teacher said that he is at the intermediate level.

Question # 3: How long have you been teaching English?

Interpretation: One of the respondents has been working as English teacher for six years and the other respondent has been teaching English for two years.

Question # 4: How many courses do you currently teach?

Interpretation: In this question it could be determined that the teachers' workload

is heavy. One of them teaches eight courses and the other teacher works with ten different courses.

Question # 5: What do you think about grammar teaching?

Interpretation: Both teachers stressed the importance of teaching grammar as it is an indispensable component to communicate in a foreign language. Additionally, they consider that teaching grammar is one of the most challenging aspects for language teachers because most of students consider it boring and difficult and they constantly need to look for strategies to motivate learners.

Question # 6: What methodology do you employ for teaching grammar?

Interpretation: Teachers mentioned they use the Grammar Translation method, the Deductive approach, and the Total Physical Response method to teach grammar.

Question # 7: What kind of activities does the English textbook offer for practicing grammar?

Interpretation: Teachers expressed that the textbook offers a wide range of written activities such as transformation drills, sentence unscrambling and fill in the gaps exercises and it also provides oral grammar activities but in less amount.

Question # 8: To what extent do you consider those activities are appropriate for your students?

Interpretation: Teachers have noticed that the activities offered by the textbook do

not appeal the interest of their students, for being mechanical exercises in which students are limited to manipulate patterns and are not encouraged to create something by themselves. In addition, according to the teachers' perspective those activities often refer to other contexts.

Question # 9: Do your students face problems when learning grammar? If so, what are the problems?

Interpretation: According to the English teachers, one of the biggest issues they face is that most of their students easily forget the grammar points covered in previous lessons, one of the teachers also mentioned that some students mixed different grammar tenses when speaking.

Question # 10: Is it necessary to implement an activities' booklet for having students practice grammar communicatively? Why?

Interpretation: Both teachers assured that an activities' booklet would help in a great deal to offer students some kind of variety in the way grammar is practiced. Moreover, according to teachers' opinion, that guide would be an invaluable aid for them, because their work-load usually limits them to design extra activities.

3.10.3 Questionnaire administered to tenth grade students of Colegio Particular "Eloy Velásquez Cevallos"

Question # 1: How old are you?

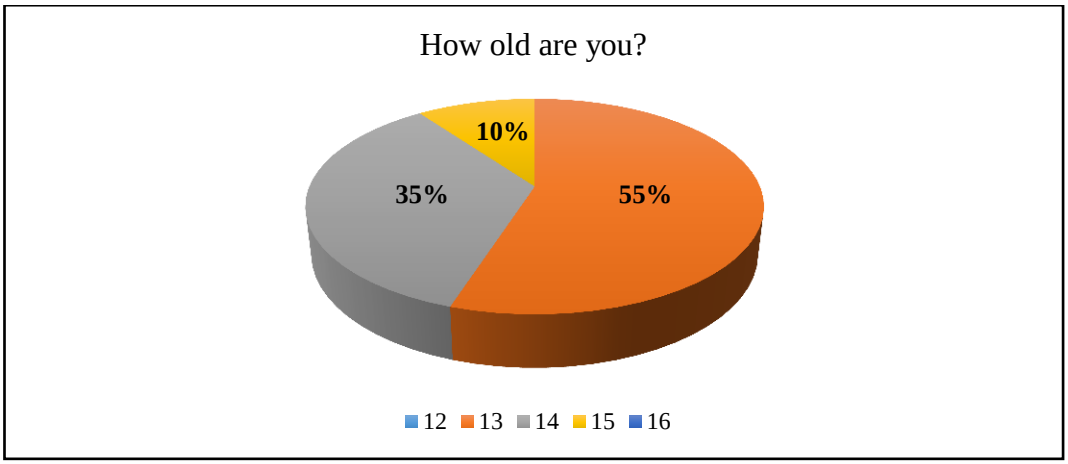
Purpose: To determine the average age of tenth grade students.

Chart # 10: Age

ITEMS	FREQUENCY	PERCENTAGE
12 years old	0	0%
13 years old	11	55%
14 years old	7	35%
15 years old	2	10%
16 years old	0	0%
Total	20	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 1: Age



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

The age range of tenth grade students comprises between 13 and 15 years old distributed as follows: 55% of students surveyed are 13 years old, 35 % are 14 years old, and 10% are 15 years old.

Question # 2: What is your gender?

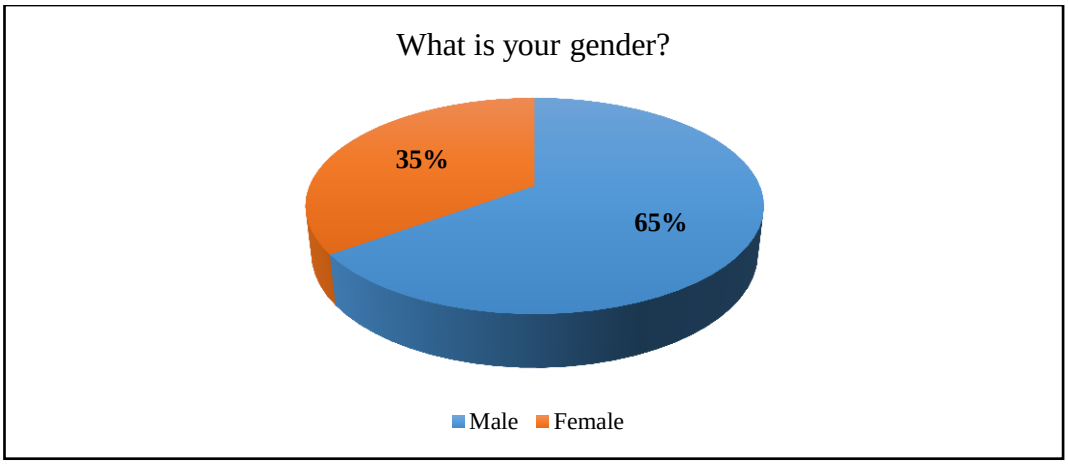
Purpose: To determine the number of boys and girls in tenth grade.

Chart # 11: Gender

ITEMS	FREQUENCY	PERCENTAGE
Male	13	65%
Female	7	35%
Total	20	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 2: Gender



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

In a group of 20 students surveyed, 65% are male and 35% are female.

Question # 3: Where do you live?

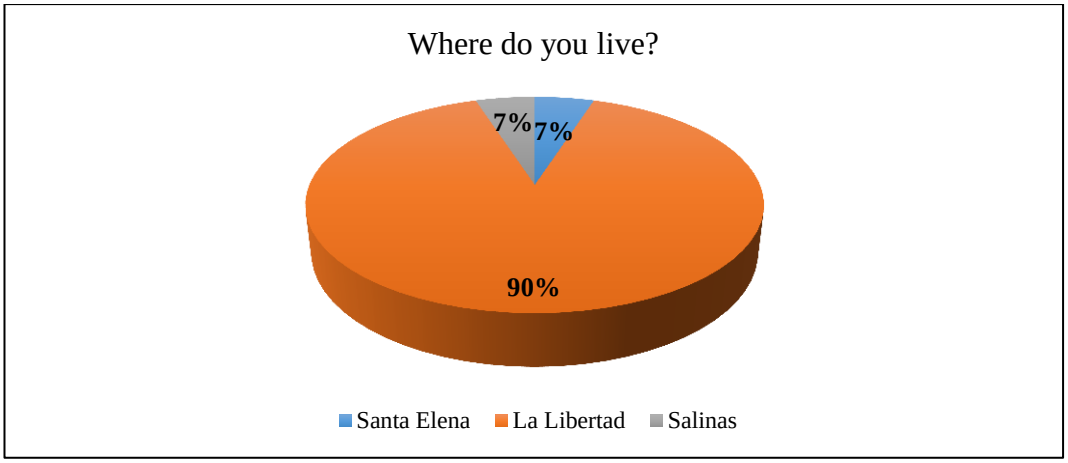
Purpose: To determine the canton where students live.

Chart # 12: Residence

ITEMS	FREQUENCY	PERCENTAGE
Santa Elena	1	7%
La Libertad	18	90%
Salinas	1	7%
Total	20	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 3: Residence



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

Of the 100% of respondents, 90% live in La Libertad, 7% live in Santa Elena and 7% live in Salinas.

Question # 4: Do you like learning English?

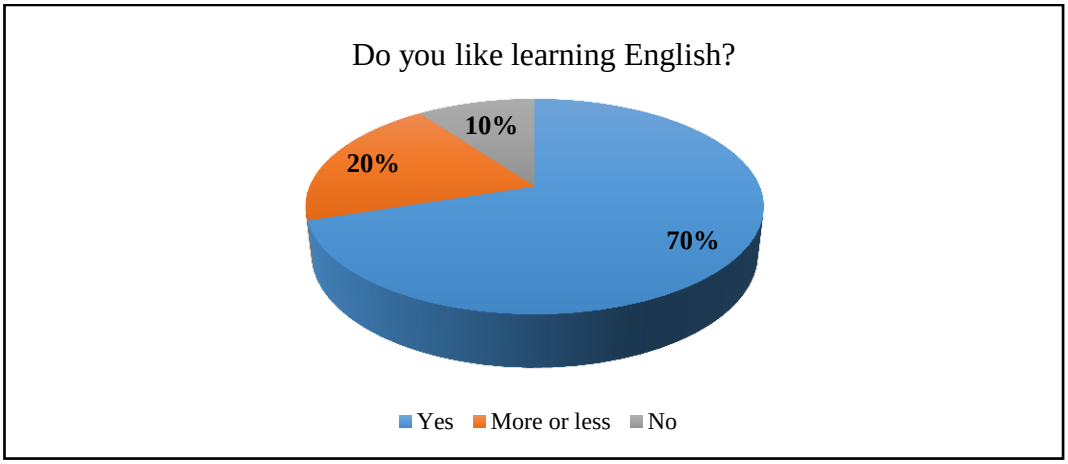
Purpose: To determine the attitude of students towards learning English.

Chart # 13: Interest in English class

ITEMS	FREQUENCY	PERCENTAGE
Yes	14	70%
More or less	4	20%
No	2	10%
Total	20	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 4: Interest in English class



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

According graph # 4, 70% of students like learning English, 20% have a neutral opinion, and 10% do not like learning it.

Certainly, it would be ideal that all students like to learn English. However, as shown above, it does not occur at all.

Question # 5: How long have you been studying English?

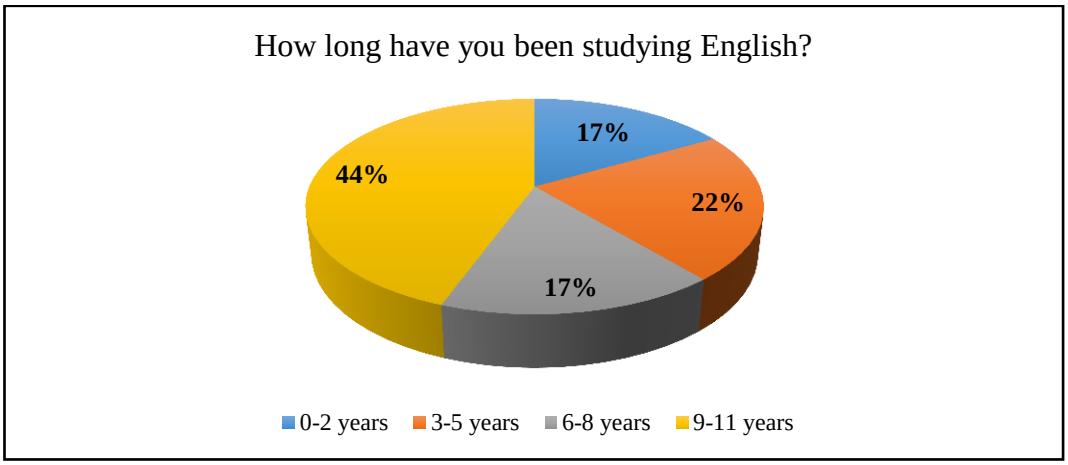
Purpose: To determine the length of time students have been studying English.

Chart # 14: Years of English learning

ITEMS	FREQUENCY	PERCENTAGE
0-2 years	3	17%
3-5 years	4	22%
6-8 years	3	17%
9-11 years	10	44%
TOTAL	20	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 5: Years of English learning



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

In this question, it was found that not all students have the same amount of time studying English, 44% of students have studied English for a period between 9 to 11 years, 22% for a period between 3 to 5 years, 17% for a period between 6 to 8 years and with the same percentage there are students who have studied English for a period between 0 to 2 years.

Question # 6: How often are you taught English grammar?

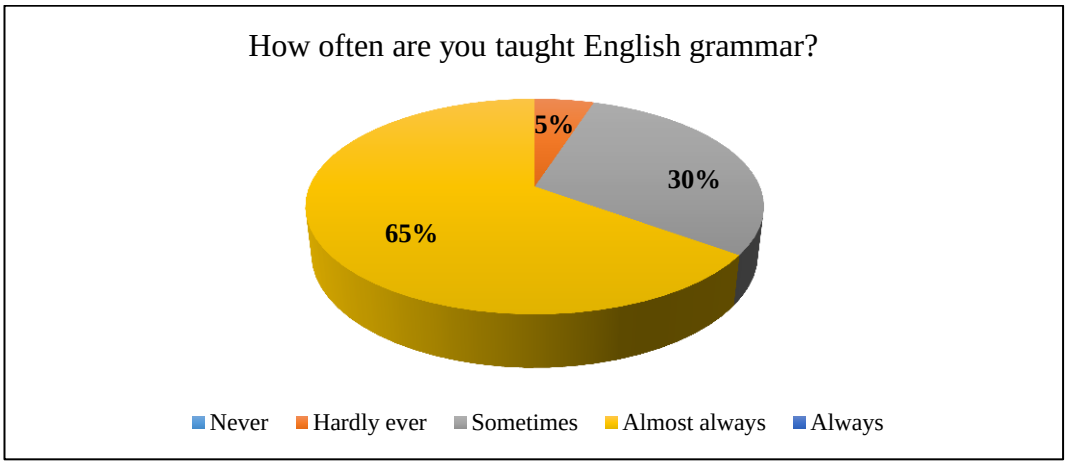
Purpose: To determine the frequency students are taught grammar.

Chart # 15: Frequency of grammar lessons

ITEMS	FREQUENCY	PERCENTAGE
Never	0	0%
Hardly ever	1	5%
Sometimes	6	30%
Almost always	13	65%
Always	0	0%
Total	20	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 6: Frequency of grammar lessons



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

The 65% of students surveyed claimed that they are almost always taught English grammar, 30% said that sometimes and 5% responded with hardly ever.

As can be seen in graph # 6, a considerable amount of time is devoted for teaching grammar to these students.

Question # 7: Which type of activities do you do in class to practice English grammar?

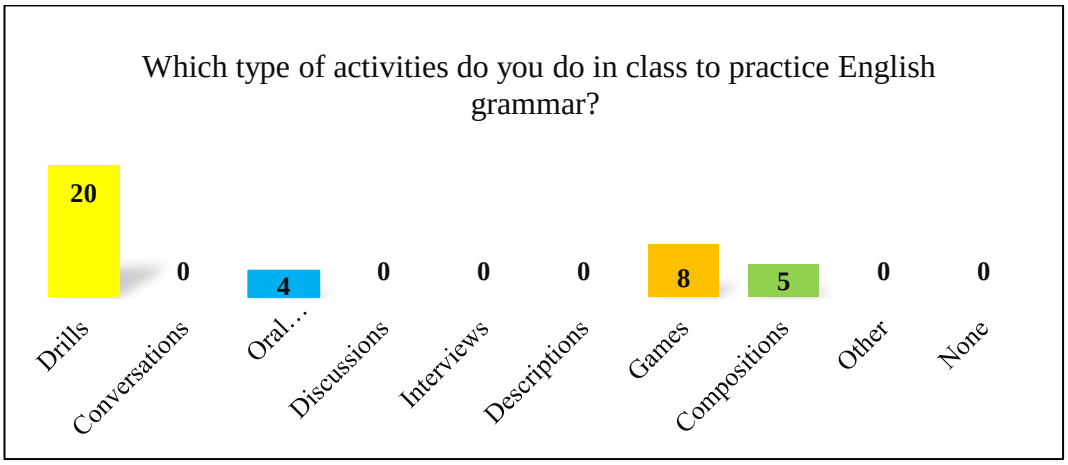
Purpose: To determine the type of activities students use for practicing grammar.

Chart # 16: Practice grammar activities

ITEMS	FREQUENCY	ITEMS	FREQUENCY
Drills	20	Descriptions	0
Conversations	0	Games	8
Oral presentations	4	Compositions	5
Discussions	0	Other	0
Interviews	0	None	0

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 7: Practice grammar activities



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation: All students stated that the most used activity to practice grammar is drills, but they also mentioned other activities that are less frequently used such as games, compositions and oral presentations. These responses indicate that written activities predominate over oral activities and reveal that grammar is being practiced in a traditional way.

Question # 8: How do you consider the way your teacher teaches English grammar?

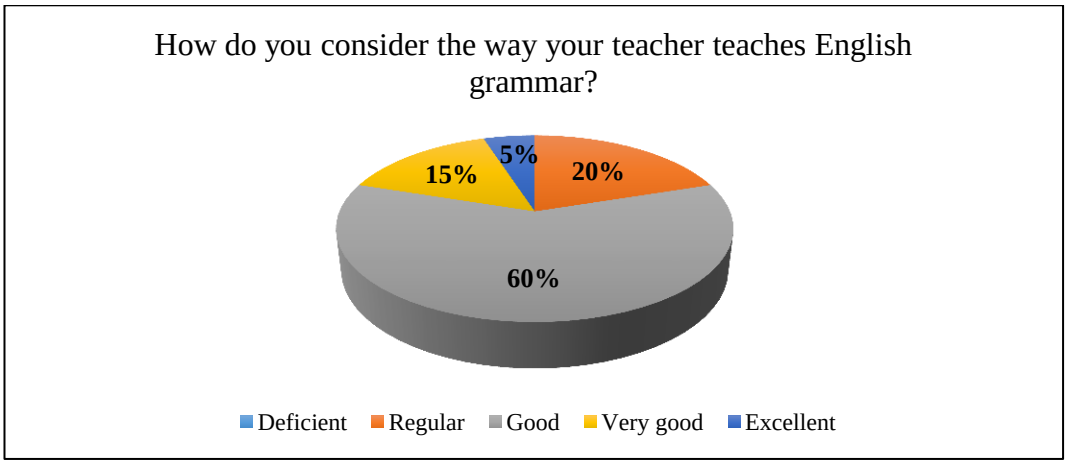
Purpose: To determine the level of satisfaction of students on the methodology employed by their teacher.

Chart # 17: Students' assessment of teaching methodology

ITEMS	FREQUENCY	PERCENTAGE
Deficient	0	0%
Regular	4	20%
Good	12	60%
Very good	3	15%
Excellent	1	5%
Total	20	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 8: Students' assessment of teaching methodology



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

60% of the students responded that the methodology used for teaching them English grammar is good, 20% said it is regular, 15% said it is very good and 5% responded it is excellent.

Question # 9: Indicate your level of agreement or disagreement with the following statement: "The activities my book proposes for practicing grammar are interesting"

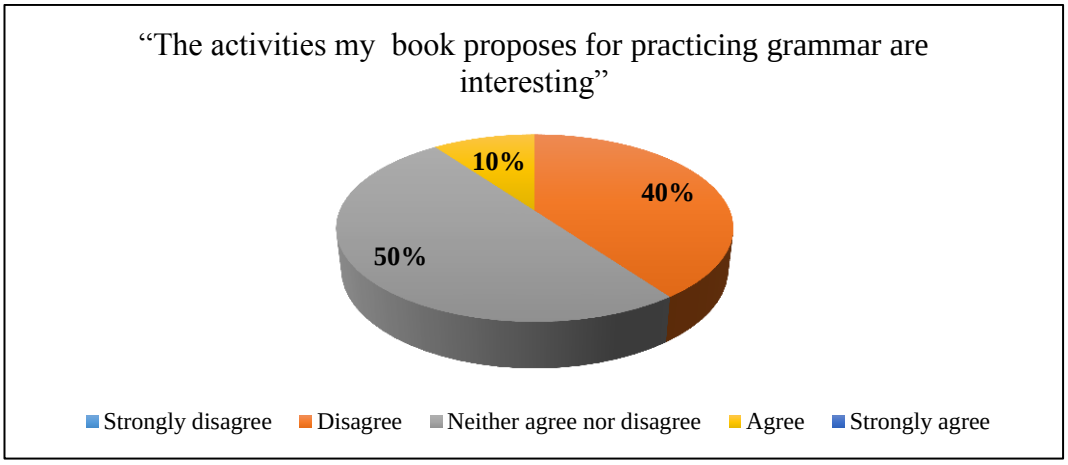
Purpose: To determine the level of satisfaction of students on the grammar activities of their textbook.

Chart # 18: Enjoyment of book activities

ITEMS	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	8	40%
Neutral	10	50%
Agree	2	10%
Strongly agree	0	0%
Total	20	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 9: Enjoyment of book activities



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

The 50% of students showed neutral in terms of their level of satisfaction with the grammar activities proposed for their textbook, while 40% of learners said they disagree with those activities and only the 10% agree with them.

Question # 10: How would you rate your knowledge of the grammar points covered in class?

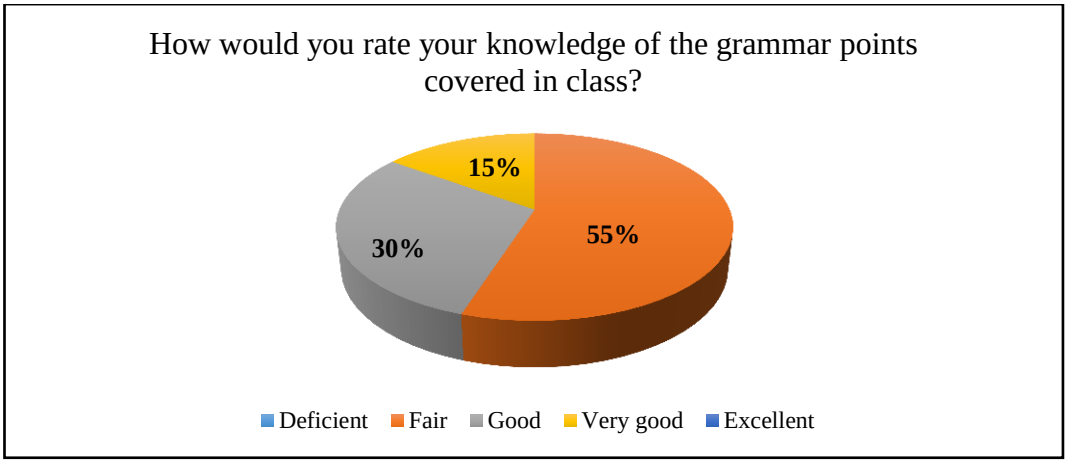
Purpose: To determine the self-assessment of students regarding their knowledge of grammar.

Chart # 19: Self-assessment of grammar knowledge

ITEMS	FREQUENCY	PERCENTAGE
Deficient	0	0%
Fair	11	55%
Good	6	30%
Very good	3	15%
Excellent	0	0%
Total	20	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 10: Self-assessment of grammar knowledge



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

As shown in graph # 10, 55% of students rate their knowledge of grammar as fair, 30% as good, while only 15% of students rate their knowledge of grammar as very good. Even though students are almost always taught grammar, self-assessment of their knowledge of grammar does not produce encouraging results.

Question # 11: Do you have the opportunity to practice the English language outside the classroom?

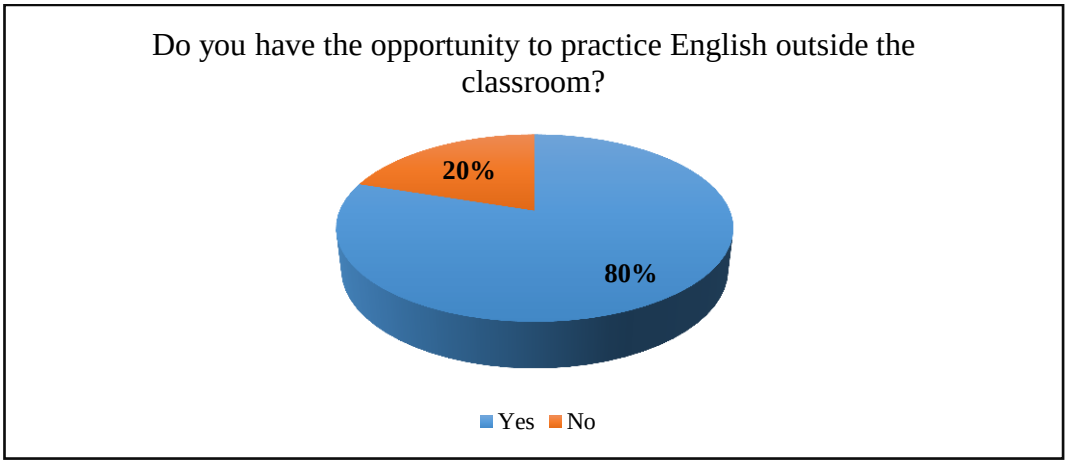
Purpose: To determine whether students have extra opportunities to practice English.

Chart # 20: Opportunities for English practice

ITEMS	FREQUENCY	PERCENTAGE
Yes	16	80%
No	4	20%
Total	20	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 11: Opportunities for English practice



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

Of the 20 students surveyed, 80% said they have the opportunity to practice the English language outside the classroom, while 20 % of students do not.

Unquestionably, the number of class hours arranged to teach English in our country is not sufficient to help students develop their language skills. For that reason, it is needed that teachers suggest different alternatives to their students with the view they continue enhancing their language skills outside the classroom.

Question # 12: If the answer for the previous question is affirmative, select the items you consider as true.

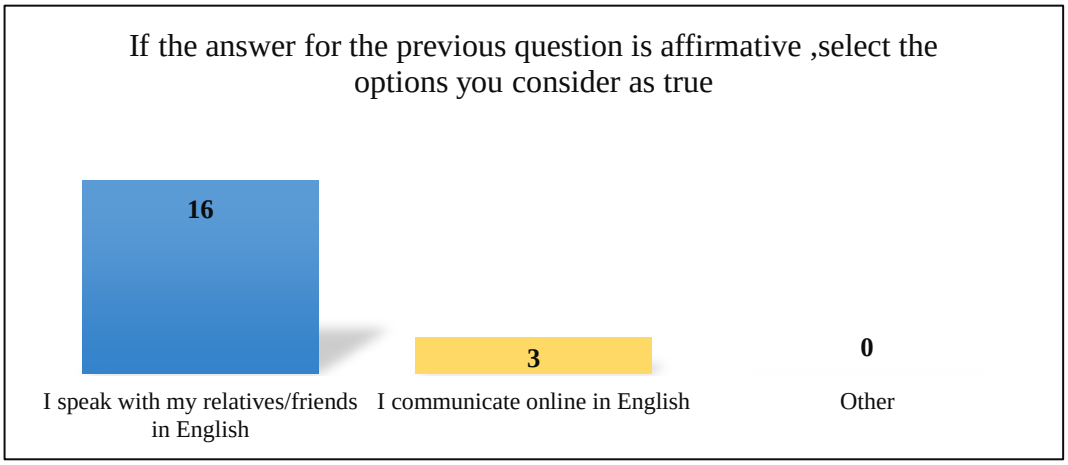
Purpose: To determine additional opportunities that students have to practice the English language.

Chart # 21: Extra ways to practice English

ITEMS	FREQUENCY
I speak with my relatives/ friends in English	16
I communicate online in English	3
Other	0

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 12: Extra ways to practice English



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

Of the 16 students who claimed to have the opportunity to practice the English language outside the classroom, 100% said that they practice English with their relatives and friends, and 20 % said they also communicate online in English.

Question # 13: How often do you have problems to communicate in the English Language?

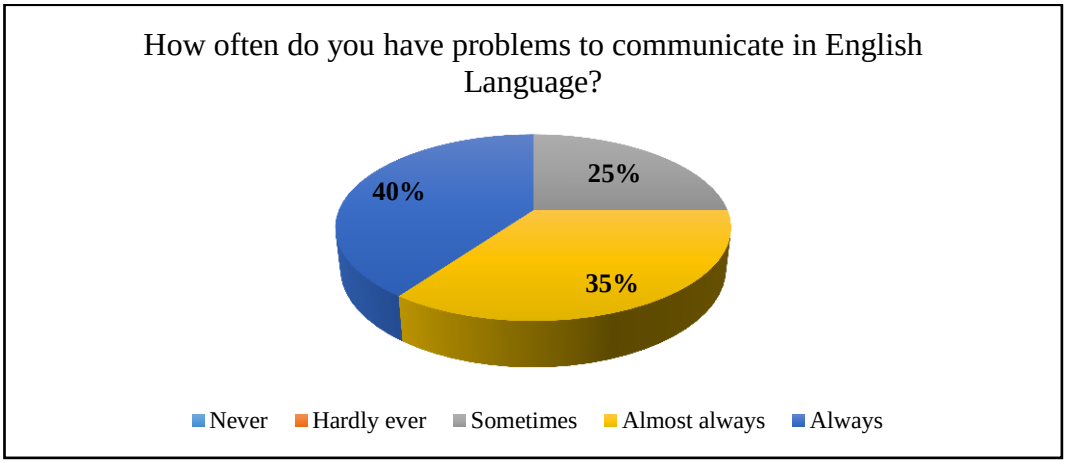
Purpose: To determine the frequency students face problems to communicate.

Chart # 22: Communication problems

ITEMS	FREQUENCY	PERCENTAGE
Never	0	0%
Hardly ever	0	0%
Sometimes	5	25%
Almost always	7	35%
Always	8	40%
Total	20	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 13: Communication problems



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

All the students responded they have problems to communicate in English. 40% said they always have trouble when communicating, 35% almost always and 25% sometimes. It is worrying that after being studying the English language for many years; some students face a lot of problems to communicate in that language. This shows that there have been shortcomings in their English language process and the grammar difficulties they present make this problem continues.

Question # 14: Do you consider that learning to communicate in English will help you in the future?

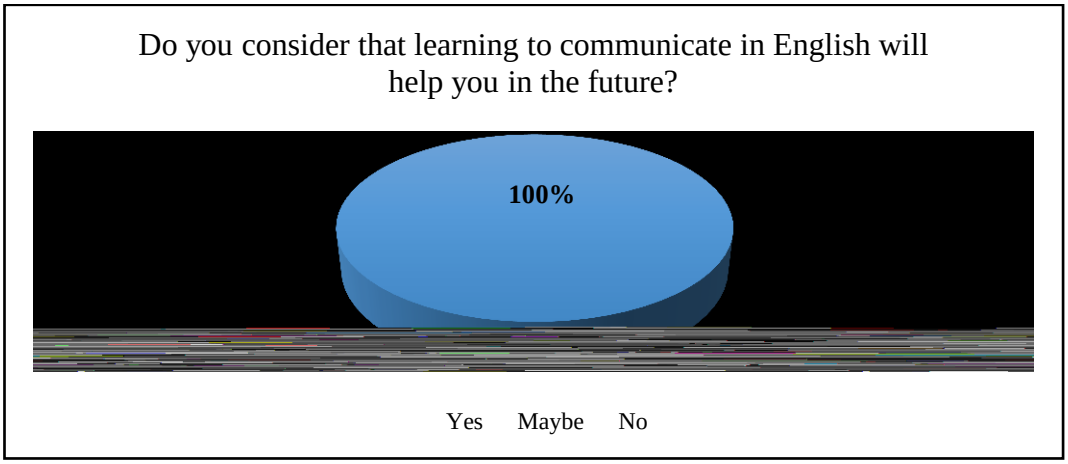
Purpose: To determine students' opinion about the importance of communicating in the English language for their future.

Chart # 23: Importance of English

ITEMS	FREQUENCY	PERCENTAGE
Yes	20	100%
Maybe	0	0%
No	0	0%
Total	20	100%

Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Graph # 14: Importance of English



Source: Colegio Particular "Eloy Velásquez Cevallos"
Author: Karen Ivette Briones Cedeño

Analysis and Interpretation:

The 100% of students are aware of the importance of English Language and contend that learning to communicate in English will definitely help them in their future.

3.10.4 Pre-written grammar test administered to tenth grade students of Colegio Particular "Eloy Velásquez Cevallos"

Chart # 25: Results of the pre-written test

SCORE	FREQUENCY	PERCENTAGE
Poor (1-10)	3	15%
Fair (11-20)	11	55%
Good (21-30)	5	25%

Simple Present Tense|

Present progressive tense| Role-play

At Montañita beach

ROLE CARD You are a writer. Tell the reporter what you are doing at the beach, and whether you are enjoying it.	ROLE CARD You are a painter. Tell the reporter what you are doing at the beach, and whether you are enjoying it**.**
ROLE CARD You are a seller. Tell the reporter what you are doing at the beach, and whether you are enjoying it.	ROLE CARD You are a model. Tell the reporter what

Present progressive tense| Role-play

At Montañita beach

Objective: Asking and answering about jobs and activities.

Set-up: Whole class

Time: 40 minutes

Materials required: Worksheet, scissors, background sea sounds.

Procedure:

1. Make copies of the role cards.
2. Distribute one role card to each student.
3.

Simple Past Tense Interview

My best vacation

Objective: Asking and answering questions about best vacation.

Set-up: Pair work

Time: 30 minutes

Materials required: Worksheet

Procedure:

1. Give each student a copy of the chart and tell them they are going to work in pairs and ask their classmates questions about their best vacation so far.
2. Give learners 5 minutes to write the questions they are going to ask. Model a sample question with one of them.
3. Arrange the class into pairs.
4. Have learners ask and answer questions. Set a limit time of 20 minutes to accomplish the task.

Past progressive tense| Board game

Objective: Talking about actions in progress in the past.

Set-up: Group work

Time: Approximately 20 minutes

Materials required: Dice, worksheet, game pieces.

Procedure:

1. Divide the class into groups of 4 students.
2. Ask the members of each group to roll their dice. The highest number will determine the students who go first in each group.
3. Explain to the students that when their dice land on a time square, they must tell what they were doing at that time. Model a sample answer with a student.
4. Provide extra points for the students of each group who reach the end first.

Simple Future Time | Oral presentation

Predicting

Objective:

First conditional| Board game

Objective: Talking about possible future reactions or consequences.

Set-up: Group work

Present perfect tense | Information Gap activity

Student A

You and your American friend are going to the Galapagos Islands for the weekend and you have to get ready. You have done some things already. Ask to find out what your friend has already done and what your friend hasn´t done yet.

Example:
A: Have you gotten the airline tickets?
B: Yes, I have already done that / No, I haven´t done that yet.

- Make a hotel reservation ✓
- Borrow a suitcase
- Finish homework ✓
- Buy a camera
- Pack the luggage ✓

Ask your friend about the following:

- Get airline tickets
- Make copies of his/her documentation
- Contact a tourism agency
- Buy sunscreen
- Get a passport

:7E(3 TJ8.11 Tm8083TJET-U.41.74)31 0 0 1 206.69 445.87 Tm( )TJET EMC 445.87 Tm( )T1 0 0 1 135.98 485.47 Tm( )TJE TJscret p1 0 .vga( )

Superlatives | Board game

Objective: Talking about experiences, opinions and feelings using superlative adjectives.

Set-up: Group work

Time: 25 minutes

Materials required: Dice, small colored papers, worksheet

Procedure:

1. Explain students that if they land on a superlative square, they have to talk about the topic for about 45 seconds.
2. Select two students to model the activity.
3. Once students understand the activity, divide the class into groups of three or four.
4. Give each group a copy of the worksheet.
5. Have learners play the game.
6. The first student to reach the finish box is the winner.

4.8.2 Questionnaire administered to tenth grade learners

4.8.2.1 Students' perceptions towards the grammar instructor

Chart # 29: Perceptions towards the grammar instructor

Items	Choices				
	Yes	%	Sometimes	%	

4.10

Appendix # 3 Students q

9. Señale su grado de acuerdo o desacuerdo con la siguiente afirmación: "Las actividades que propone mi libro para practicar gramática son interesantes."

a) Totalmente en desacuerdo

b) En desacuerdo

c) Ni de acuerdo ni en desacuerdo

d) De acuerdo

e) Totalmente de acuerdo

FAMILY

Retrieved from: http://thisfitsme.com/wp-content/uploads/2014/10/dailyweighin-family-eating-healthy-breakfast-650x400.jpg

Examiner´s card **Student´s card**

Picture retrieved from:

Appendix # 6 Teachers survey template

PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

INTERVIEW

Objective: To determine teachers' opinions about the research proposal.

1. Which type of activity do you consider as being the most effective to practice grammar?

2.

Appendix # 9 Post-oral grammar test template

POST-ORAL TEST

Student´s name: _____ Class: _____

Date: _____

Objective: To assess student's usage of grammar in the oral context.

Rubric

Deficient	**1**	The student is not able to manipulate the language to express meaning.
Fair	**2**	The student lacks of confidence to express himself. Grammar errors interfere in meaning.
Good	**3**	The student is good at manipulating the language with confidence. Some basic errors may interfere with meaning.

Appendix # 10 Observation sheet

Colegio Particular
ELOY VELÁSQUEZ CEVALLOS

FICHA DE OBSERVACIÓN DE LA GESTIÓN DOCENTE EN EL AULA

1. DATOS INFORMATIVOS							
DOCENTE				FECHA		HORA	
ASIGNATURA				CARGA HORARIA SEMANAL			
GRADO/CURSO				F. PROFESIONAL			
VISITA ANUNCIADA	SI		NO				
2. PLANIFICACIÓN DE LA GESTIÓN DE AULA.							
2.1. BLOQUE #							
2.2 TEMA:							

ÁMBITOS	**N°**	**ASPECTOS A OBSERVAR**	**ESCALA**				
			D	R	B	MB	E
			1	2	3	4	5
PRESENTACIÓN GENERAL	1	Apariencia personal del docente.					
	2	Puntualidad.					
	3	Presentación física del aula.					
PLANIFICACIÓN DE LA GESTIÓN DE AULA	1	Claridad de los objetivos de la clase.					
	2	Pertinencia de la metodología.					
	3	Pertinencia de los recursos necesarios para el desarrollo de la clase.					
PROCESO DE ENSEÑANZA-APRENDIZAJE	1	Uso de dinámicas tendientes a crear una atmósfera previa favorable.					
	2	Transferencia de los objetivos de la clase.					
	3	Presentación del tema a partir de experiencias reales.					
	4	Generación de reflexión a partir de la experiencia evocada.					
	5	Conceptualización a partir del análisis y síntesis individual y/o grupal.					
	6	Uso de ejemplos pertinentes para ayudar a la comprensión del tema.					
	7	Orden lógico de la temática transferida.					
	8	Atención a las inquietudes individuales de los estudiantes.					
	9	Participación activa de los estudiantes.					
	10	Entusiasmo del docente durante el proceso de enseñanza-aprendizaje.					
	11	Habilidad para mantener el interés de la clase.					
	12	Uso del material didáctico.					
EVALUACIÓN	1	Generación de oportunidades para que los estudiantes elaboren síntesis de los contenidos estudiados.					
	2	Aplicación de técnicas para evaluar los aprendizajes alcanzados.					
	3	Uso de indicadores de logro para el proceso evaluatorio.					
	4	Retroalimentación de los contenidos en base a la evaluación de los aprendizajes.					

Source: Colegio Particular "Eloy Velásquez Cevallos"

Appendix # 11 Oral presentation rubric

	1	1,5	2	Points
Grammar and vocabulary	The student uses a very limited range of vocabulary words and his grammar mistakes distract from effective communication.	The student uses an average range of vocabulary and makes occasional errors in grammar.	The student uses an advanced level of vocabulary and has accurate grammar.	
Pronunciation and intonation	Student's intonation and/or pronunciation interfere with effective communication.	Student's intonation and/or pronunciation cause few difficulties in understanding.	The student rarely makes intonation and pronunciation errors and is very easy to understand.	
Content	Student does not offer enough information	Student offers good and sufficient info.	Student provides information beyond the requirements.	
Attitude	Student demonstrates a satisfactory effort. Student demonstrates some eye contact, gestures and body language but may need improvement in one or more areas.	Student demonstrates a good effort. Student shows an overall appropriate level of eye contact, gestures and body language but may need help in one area.	Student demonstrates an excellent effort. Student uses fully appropriate gestures eye contact, and body language.	
Naturalness	Student speaks but may lack of self-confidence or appear to be stressed.	Student speaks in a fairly relaxed , calm and confident way..	Student speaks in a completely confident, relaxed, and serene manner.	
			Total	**_/ 10**

Adapted from:http://www.eslprintables.com/speaking_worksheets/conversation/Conversation_Evaluation/

Appendix # 12 High school certificate

Colegio Particular
ELOY VELÁSQUEZ CEVALLOS
Telf. 2781378 – 2785061
eloy_velasquez_c@yahoo.com
La Libertad – Ecuador

La Libertad, 22 de septiembre del 2015

Lcdo. Eduardo Parrales Torres
RECTOR DEL COLEGIO PARTICULAR
"ELOY VELÁSQUEZ CEVALLOS"

En uso de mis atribuciones,

CERTIFICO:

Que **Karen Ivette Briones Cedeño** con **C.I. 094043232**-1, realizó en nuestra institución su trabajo de investigación previo a la obtención del título de Licenciada en Inglés con el tema: "Oral communicative activities to enhance the English grammar learning process for tenth grade students at Colegio Particular "Eloy Velásquez Cevallos" in La Libertad, Province of Santa Elena. 2015."

Es todo lo que puedo informar en honor a la verdad y autorizo a la egresada Karen Ivette Briones Cedeño, dar al presente documento el uso que estime conveniente.

Atentamente,

Lcdo. Eduardo Parrales Torres
RECTOR

UNIDAD EDUCATIVA
"ELOY VELASQUEZ CEVALLOS"
La Libertad - Ecuador
1976
RECTORADO

Appendix # 13 URKUND certificate

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA

La Libertad, 28 de octubre de 2015

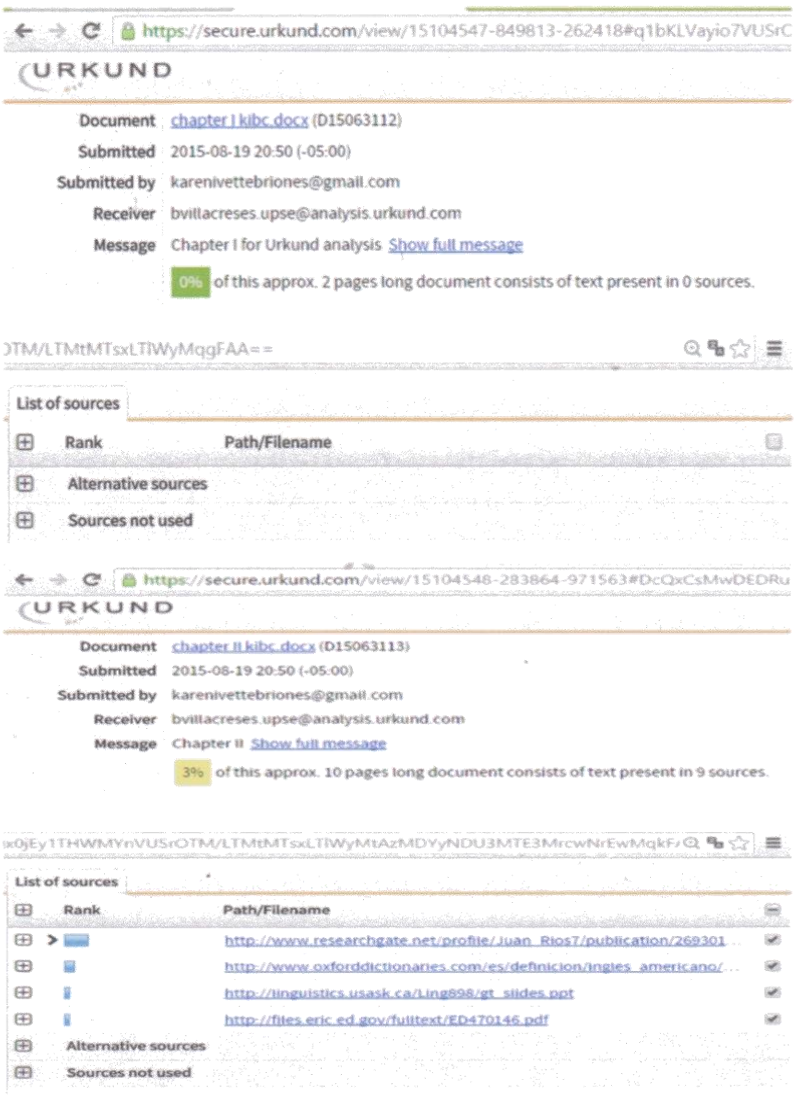
CERTIFICADO ANTIPLAGIO
001-TUTORBJVS-2015

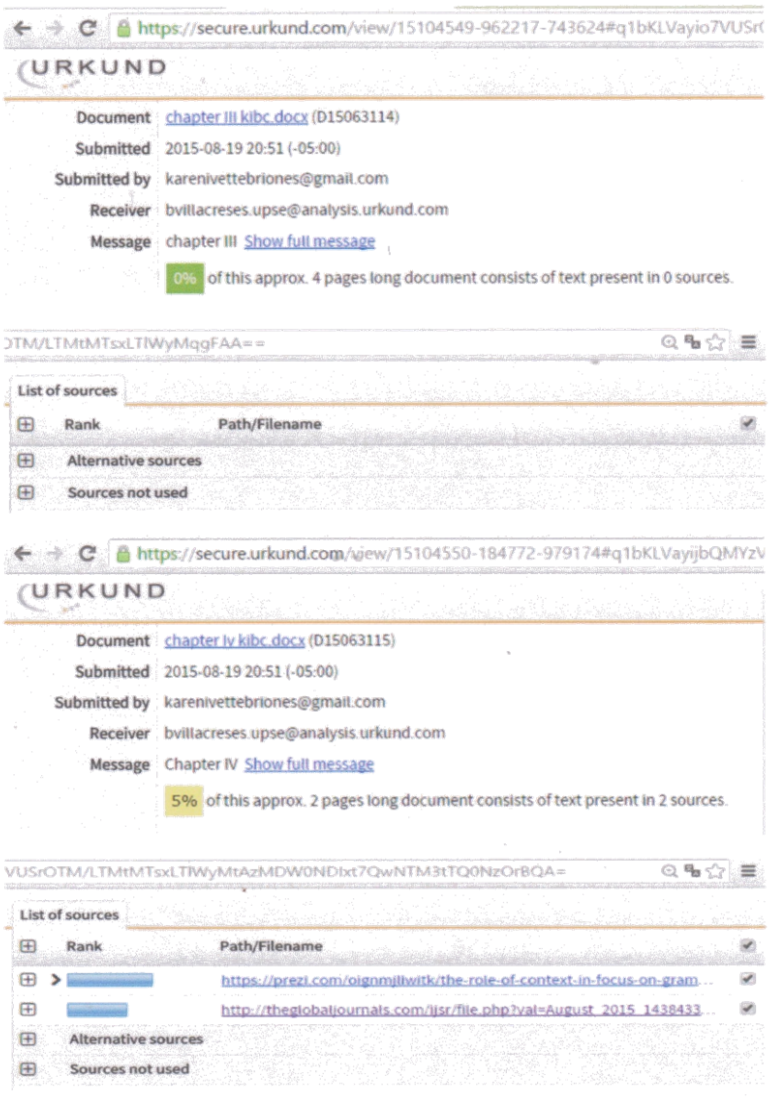
En calidad de tutor del trabajo de titulación denominado "ORAL COMMUNICATIVE ACTIVITIES TO ENHANCE THE ENGLISH GRAMMAR LEARNING PROCESS FOR TENTH GRADE STUDENTS AT COLEGIO PARTICULAR "ELOY VELÁSQUEZ CEVALLOS" IN LA LIBERTAD, PROVINCE OF SANTA ELENA. 2015", elaborado por la estudiante **KAREN IVETTE BRIONES CEDEÑO,** egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **8%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud

Atentamente,

Lic. Byron Villacreses Santillán, MBA
C.I. 0952384907
DOCENTE TUTOR


https://secure.urkund.com/view/15104547-849813-262418#q1bKLVayio7VUSrC
URKUND
Document chapter I kibc.docx (D15063112)
Submitted 2015-08-19 20:50 (-05:00)
Submitted by karenivettebriones@gmail.com
Receiver bvillacreses.upse@analysis.urkund.com
Message Chapter I for Urkund analysis Show full message
0% of this approx. 2 pages long document consists of text present in 0 sources.
List of sources
Rank
Path/Filename
Alternative sources
Sources not used
https://secure.urkund.com/view/15104548-283864-971563#DcQxCsMwDEDRu
URKUND
Document chapter II kibc.docx (D15063113)
Submitted 2015-08-19 20:50 (-05:00)
Submitted by karenivettebriones@gmail.com
Receiver bvillacreses.upse@analysis.urkund.com
Message Chapter II Show full message
3% of this approx. 10 pages long document consists of text present in 9 sources.
List of sources
Rank
Path/Filename
http://www.researchgate.net/profile/Juan_Rios7/publication/269301
http://www.oxforddictionaries.com/es/definicion/ingles_americano/
http://linguistics.usask.ca/Ling698/gt_slides.ppt
http://files.eric.ed.gov/fulltext/ED470146.pdf
Alternative sources
Sources not used


https://secure.urkund.com/view/15104549-962217-743624#q1bKLVayio7VUSr
URKUND
Document chapter III kibc.docx (D15063114)
Submitted 2015-08-19 20:51 (-05:00)
Submitted by karenivettebriones@gmail.com
Receiver bvillacreses.upse@analysis.urkund.com
Message chapter III Show full message
0% of this approx. 4 pages long document consists of text present in 0 sources.
List of sources
Rank
Path/Filename
Alternative sources
Sources not used
https://secure.urkund.com/view/15104550-184772-979174#q1bKLVayijbQMYzV
URKUND
Document chapter iv kibc.docx (D15063115)
Submitted 2015-08-19 20:51 (-05:00)
Submitted by karenivettebriones@gmail.com
Receiver bvillacreses.upse@analysis.urkund.com
Message Chapter IV Show full message
5% of this approx. 2 pages long document consists of text present in 2 sources.
List of sources
Rank
Path/Filename
https://prezi.com/oignmjilwitk/the-role-of-context-in-focus-on-gram...
http://theglobaljournals.com/ijsr/file.php?val=August_2015_1438433...
Alternative sources
Sources not used

Appendix # 14 Grammatologist certificate

La Libertad, 4 September 2015

GRAMMAR REVIEW

I, Reina Magdalena Pelaez Martinez with ID number 0907867790, have read the project of undergraduate student Karen Ivette Briones Cedeño, ID number 0940432321 from the State University Peninsula of Santa Elena, Ecuador.

The research paper "ORAL COMMUNICATIVE ACTIVITIES TO ENHANCE THE ENGLISH GRAMMAR LEARNING PROCESS FOR TENTH GRADE STUDENTS AT COLEGIO PARTICULAR "ELOY VELÁSQUEZ CEVALLOS" IN LA LIBERTAD, PROVINCE OF SANTA ELENA. 2015" is free of gross grammatical errors, has adequate sentence structure, and is at an acceptable English level.

Ing. Reina Magdalena Pelaez Martinez, MBA

Appendix # 15 Photographic Evidence

Interview with the director of Colegio Particular “Eloy Velásquez Cevallos”

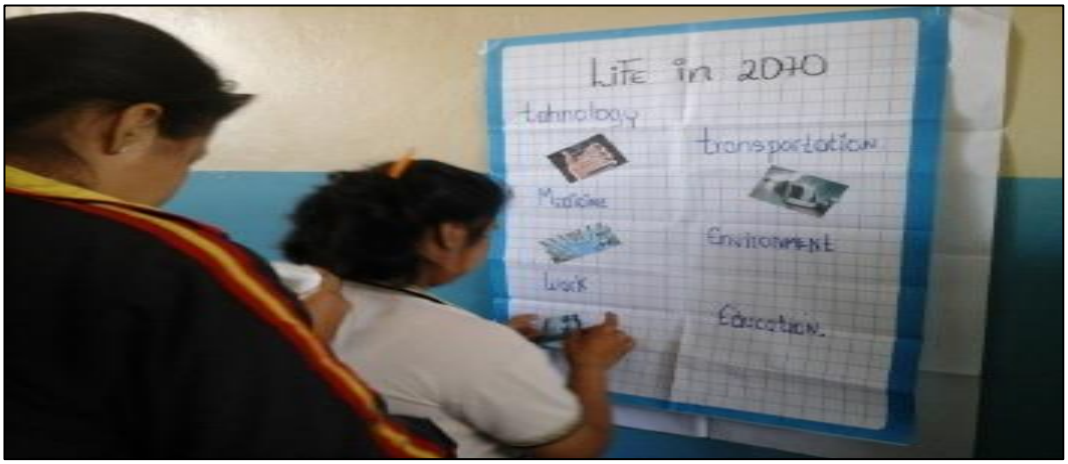
Interview to English teacher to validate the problem

Interview to determine teacher´s opinion about the proposal

Students taking the pre-written grammar test

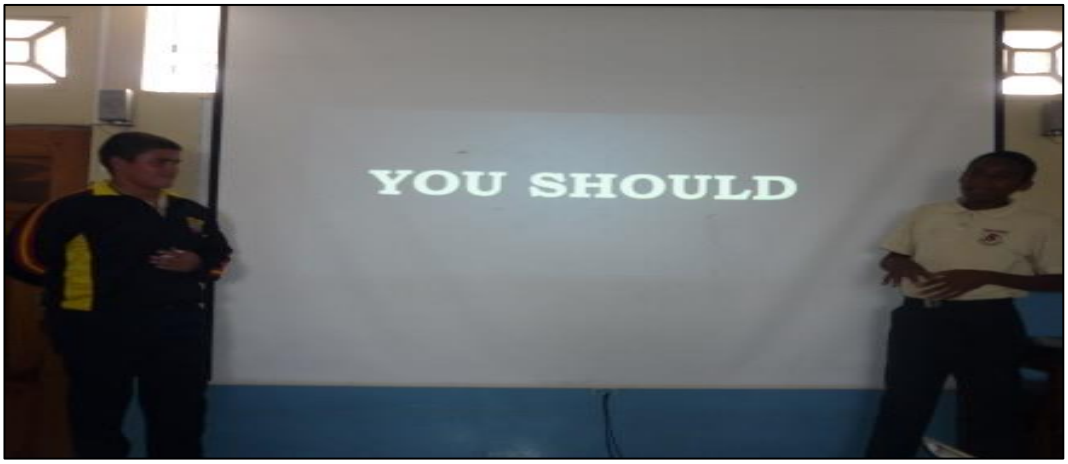
Student taking the pre-oral grammar test

Students filling the questionnaire



Students preparing for an oral presentation

Students doing an interview activity



Students giving advice to their classmates

Students playing a board game

Students taking the post-written grammar test

Student taking the post-oral test

Appendix # 16 Glossary

Accuracy: The quality or state of being correct or precise.

Constructivism: A learning theory, which places the learner at the center of the educational process on the understanding that the learner actively constructs knowledge rather than passively receiving it.

Critical thinking: A process that involves asking appropriate questions, gathering and creatively sorting through relevant information, relating new information to existing knowledge, re-examining beliefs and assumptions, reasoning logically, and drawing reliable and trustworthy conclusions.

Elicit: Evoke or draw out (a response, answer, or fact) from someone in reaction to one's own actions or questions.

Fluency: The quality or condition of being fluent.

Inflection: A change in the form of word to express a grammatical function or attribute such as tense, mood, person, number, case, and gender.

Internalization: The process of making attitudes, knowledge or behavior part of one's nature by learning or unconscious assimilation.

Learning outcomes: The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviors a learner has mastered upon the successful completion of an education program.

Meaningful learning: Learning that makes sense to students as it is connected to their personal experience and is practically oriented.

Morphology: The study of the forms of words, in particular inflected forms.

Noticing: A process in which learners become aware of a grammar item and notice connections between form and meaning.

Phonology: The system of contrastive relationships among the speech sounds that constitute the fundamental components of a language.

Realia: Objects and material from everyday life, especially when used as teaching aids.

Semantics: The branch of linguistics and logic concerned with meaning.

Syntax: The arrangement of words and phrases to create well-formed sentences in a language.