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THEME: Lack of didactic materials affect students the learning Grammar process in fourth year's students at Maria Auxiliadora nightly shift.

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To our family, but especially to our parents for their dedication and education to make us honorable people.

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ii. Dedicatory

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iii. Abstract

This work was done in order to know the causes of the poor level of grammar in students of fourth year at Maria Auxiliadora high school nightly shift, so we want to give our help by recognizing the causes of this problem and how can we solve it.

In this work we surveyed 40 students and we found out that they have problems in grammar because the teacher does not use good material to teach grammar.

It is important to mention that these students from Maria Auxiliadora high school nightly shift were a long time without studying, out of the system of education. For this reason they do not have a study habit which can cause the low level in the English Grammar.

Focusing on the grammar sub skill and the worry to identify the causes of this problem we talked to the principal of the school he told us that he knew about the problem but he did not know how to get to the resolve it.

iv. Problem

Do lacks of didactic materials affect the acquisition in grammar skill?

V. SUB- PROBLEMS.

- Teachers don't use didactic materials for efficiently learning of grammar.
- The learning of grammar is being affected for the few use of didactics materials.
- The didactic materials used in class are not according to the level of the year.

vi.Theme:

Lack of didactic materials affect students the learning grammar process in fourth year's students at Maria Auxiliadora nightly shift.

I. INTRODUCTION

We know there is a low academic performance in the country, we consider very important to research about one of the most important sub skill in the process of learning English because we consider that exist real problem in the students when they use grammar.

This research work was done in Maria Auxiliadora high school nightly shift Granada, in 4th year. A long this work we define the grammar word and the different step of the grammar. We try to explain how important is the grammar sub skill in the English language and also we wrote some comments of some knowledge in this research work.

This work is also composed by a short definition of the “language”, and how to present and explain grammar in the classroom. The grammatical mistakes are also presented in this research and so on.

This research work has the goal to help teachers to improve the learning of grammar into the classroom so we give extra information about some techniques that the teacher could use in the classroom.

This work explain two concepts that were taught by two American teachers they are teaching grammar as process and teaching grammar as form. The successful of these methods ending in a new one which is called “Grammaring”.

The presentation of the student’s experiences and opinion is presented in this work, as a form to give you general information about the group that was selected to do this research work.

Finally we wrote the analyses or result that we obtain in the survey and interview and also in a class observation because our objective was to constate and to be clear about which are the principal problems that the teacher has into the classroom and how they are caused.

I.2 Justification

We did this work because there are lots of problems in the grammar sub skill in almost all the schools of Nicaragua, but we focus in Maria Auxiliadora high school nightly shift because this school shows serious problem developing this sub skill in the fourth year students.

Another reason is because we want to contribute in the solution of this problem by giving our recommendations and effort to establish the cause of this phenomenon and try to solve it.

We as teachers feel so worried in the improving of the grammar sub skill because we consider that it is the entrance door for the four skills.

General Objective:

To evaluate if the lack of didactic materials affect the learning grammar process in fourth year's students at Maria Auxiliadora nightly shift in Granada.

Specific Objectives:

- To analyze if the lack of didactic materials are factors in the poor knowledge of Grammar sub skill.
- To determine if didactic materials used in class influence in the learning Grammar process.
- To analyze if didactic materials used in class by the teacher are according to the level that is being taught.

II.THEORETICAL FRAMEWORK

2.1 HISTORICAL BACKGROUND

Maria Auxiliadora high school nightly shift was founded at the beginning of March in 2003. Sor Mercedes Mondragon the principal of the school had the idea to form a school not as a way to earn money, but to help people that want to become themselves in people of progress. Maria Auxiliadora high school nightly shift is located in a corner between Guzman Street and Corrales street.

Although this school is new. The place where it was founded is the place where began the first Maria Auxiliadora school from Granada in 1903.

The project (school) of Maria Auxiliadora as it was called for the authorities of the center began with a student's population of ninety people, all of them older than 18 years old, and with social, economic, and family problems.

The teachers that were part of the project were: Juan Correa (Mathematic), Renato Gutierrez, (Spanish), Giovanni Martinez (Physics), Gustavo Gutiérrez (Biology and Chemistry), Gustavo Fletes (History, Geography, and Science), and Sor Mercedes Mondragón. All of them worked with a special charisma and desires to work for people that need help.

In 2004 and 2005 the students population increased with 350 people, for this reasons the principal of the center made some repairs in the building. It was painting and it was created an environment of save, peaceful and family.

In 2006 Sor Mercedes was changed to another city by the catholic authorities, this change caused worries in the students and teachers because they thought that

when she leaved the school, it was going to be closed, but Sor Mercedes did her best to conserve the school.

Right now the school has prepared 1100 students for going to the university, but the most importance thing is that Maria Auxiliadora high school nightly shift is still an option for people who want to study in order to improve their life and be part of a good society.

2.2 Theories.

➤ What is grammar?

Grammar is sometimes defined as 'the way words are put together to make correct sentences'. This is, as we shall see presently, an over simplification but it is good starting-point (and an easy way to explain the term to young learners) Thus in English I am a teacher is grammatical, *I a teacher* I are a teacher are not.

We can, however, apply the term *grammatical* to units smaller than sentences, a brief phrase said or written on its own can be grammatically acceptable or unacceptable in its own right: a tall woman sounds right; *a woman tall does not. The same may be true of single words: compare went with* goed further: the animal components to be combined may not be whole words; for example, the-ed suffix indicating the past tense of a regular verb in English or the-s plural of nouns. And sometimes it is not even a question of putting and pronunciation in certain grammatical contexts: irregular forms of the past tense, for example, in English, and many common plural forms in Arabic.

The term what grammar looks so understandable for those, who know about English, into 4th year classroom the teacher explain that word grammar by writing one word after another, in which what the teacher is looking for is to make sentences that have logical meaning into Spanish.

He also explained the past tense of the regular verbs and he said that all of them finish with “ed”. But he did not give a list of regular verbs. In order that the students have an idea about them, and he did not explain that different spelling of this tense.

➤ **Grammatical structures**

A specific instance of grammar is usually called a ‘structure’ example of structures would be the past tense, noun plurals, the comparison of adjectives and so on. Not all languages, of course, have the same structures: the English verb has aspects (such as the progressive: she is going for example) which many other languages do not; German ascribes masculine, feminine or neither gender to its nouns, which English does not. It is largely such discrepancies which cause problems to the foreign language learner; though quite how difficult these problems will be it is often hard to predict, even if you are familiar with the learner’s mother tongue. Occasionally foreign structures that look strange may be surprisingly easy to master, and vice versa.

In this case what the teacher explains as grammatical structures is to join word in order to create sentences that have logical meaning into the Spanish language.

➤ **Grammar meaning**

Grammar does not only affect how units 1of language are combined
in order

To look right it also affects their meaning. The teaching of grammatical meaning tends, unfortunately, to be neglected in many textbooks in favor of an emphasis on accuracy of form; but is no good knowing how to perceive or construct a new tense of a verb if you do not know exactly what difference it

makes to meaning when it is used. It is very often the meanings of the structures which create the difficulties for foreign learners mentioned above.

The meaning of a grammatical structure may be quite difficult to teach. It is fairly simple to explain that the addition of a plural –s to the noun in English and French indicates that you are talking about more than one item, and there are parallels in other languages. But how would you explain to the foreigner when to use the present perfect (I have gone, for example) in English and when the past simple (I went) if you are a grammarian or an experienced English language teacher, you may have the answer at your fingertips; but most English speakers who have not previously studied this question will have to stop and think, and may find it difficult to answer.

➤ **The place of grammar teaching**

The place of grammar in the teaching of languages is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar; but this knowledge may be intuitive (as it is our native language) and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned. Or it is?

There are some extracts from the literature relating to the teaching of grammar, which express a variety of opinions on this question. They are necessarily decontextualized and over-simplified versions of their writers' opinions: nevertheless the issues they raise are basic and interesting.

➤ **Comments: the place of grammar teaching**

The writer is saying that you do not need to learn grammar, as such in order to learn a language. This statement is probably true: one learns one's mother tongue without studying grammar. But it is, perhaps, a little misleading, and learning misses the point. The important question is not whether teaching and learning grammar is necessary and/or sufficient for language learning, but whether it helps or not.

It is better says the writer, for the learner to study grammar individually and independently than as a part of the classroom lesson. The interesting thing about this quotation (which occurs in the same paragraph as extract 1, but a few lines earlier) is that it presupposes that the learner does want to study rules (the student's craving...) the writer gives no reason to support his claim that grammar is better studied outside class; and if learners see the study of grammar as desirable as a part of their learning, I would think this is surely sufficient justification for the teacher to help them by providing information and practice in the classroom.

The writer's claim is that teaching learners how to construct grammatical sentences does not enable them to produce real-life discourse. The implication is that the learners need to learn how to make meanings within real contexts, and how to create longer units of language than single sentences. This is fair enough but we should not, I think, conclude that the writer thinks grammar teaching is useless: the point is that grammatical accuracy on its own is a dead end, unless used to receive and produce interesting and purposeful meaning within the context of real-life language use.

Here, the writer is affirming the usefulness of grammar for effective language learning. He also implies that grammar can be interesting ('a

voyage of discovery') in itself: apparently a reaction against traditional prescriptive rule teaching, which he describes as a 'bogey'. I agree with him in principle, though I am not sure that all students can find an intrinsic interest in grammar as such. The main point is an affirmation of its value as a means to help language learning

➤ **Grammatical terms**

If you do decide to do any formal, conscious teaching of grammar, it is useful to have at your fingertips the various common terms that are used in explanations of grammatical structures. If you are not familiar with them already, you may find the following definitions useful.

(Note, however that these definitions are based on English grammar, and may not be accurate representations of categories in some other languages; they are moreover, only brief summaries, and not comprehensive. Fuller and more precise descriptions can be found in the grammar books referred to under further reading).

One of the principal things that we observed was that the material that the teacher use, was not according with his perspective, but this phenomenon happen because the teacher does not possess a good term to teach grammar

○ **Units of language**

Linguists usually defined the largest unit of language as 'or text' but for most practical teaching purposes, the sentence is probably the most convenient 'base' unit. Smaller units are the clause, the phrase, the word, the morpheme.

The sentence is a set of words standing on their own as a sense unit, its conclusion marked by a full stop or equivalent (question mark, exclamation mark) in many languages sentences begin with a capital letter, and include a verb.

The clause is a kind of mini-sentences: a set of words which make a sense unit, but may not be concluded by a full stop. A sentence may have two or more clauses (she left because it was late and she was tired) or only one (she was tired).

The phrase is shorter unit within the clause, of one or more words, but fulfilling the same sort of function as a single word. A verb phrase, for example functions the same way as a single-word verb, a noun phrase like a one- word noun or pronoun: was going, a long table.

The word is the minimum normally separable form: in writing, it appears as a stretch of letters with a space either side.

The morpheme is a bit of a word which can be perceived as a distinct component: within the word passed, for example, are the two morphemes pass, and –ed. A word may consist of a single morpheme (book).

➤ **Parts of speech**

Different parts of the sentences may be realized by various kinds of words (or phrase) these are called parts of speech.

Nouns are traditionally characterized as naming a 'person, place or thing'; but in fact they may refer to activities or events (conversation, battle), abstracts (beauty, theory) and various other kinds of things. They usually function, as do pronouns, as the subject, object or complement of a verb, or follow prepositions. They may take the plural-s.

Most nouns are common (finger, meeting); proper nouns (Queen Victoria, Syria) signify the name of a specific person, place, event, etc, and are written in English with a capital letter. Another useful distinction is between

countable nouns (items which can be counted and may appear in the plural: horse, cup, for example) and non-countable or mass nouns (certain uncountable substances or abstracts: coffee, dust, wisdom)

Verbs are often called words of doing (swing, sit) but they may also indicate a state of being in relationship to (swim, sit), but May also indicate a state of 'being' 'feeling' 'being in relationship to' (remain regret, proceed).

Verbs can be used in different tenses, and in active and passive voices. It is useful to distinguish between transitive verbs (those that take a direct object: hit feed) and intransitive ones (those that do not: laugh, fall), though many verbs can be either, depending on context (fight, relax).

An adjective normally describes the things referred to by nouns or pronouns (black, serious) they may function as complements or be attached to a noun.

Adverbs describe the concepts defined by verbs (quickly, Alone) adjectives or other adverbs (extremely quite) or an entire sentences or situation.

Pronouns usually function as substitutes for nouns or noun phrases (he, hem, who, those) and like theme may function as subject, object complement or follow a preposition.

Auxiliary verbs may be attached to may verbs in a verbs phrase: is, for example, in is going.

Modal verbs (such as can, must,) are a particular type of auxiliary verbs; they express ideas such as possibility ability, compulsion, probability, willingness.

Determines are (usually, short) items that introduce a nouns or a nouns phrase (the, a, all some, many).

Proportions define time space and more abstract relationships, and precede nouns or pronouns (in before, of, according to, despite)

➤ **Presenting and explaining grammar**

It is surprisingly difficult to present explain a foreign- language grammatical structure to a class or learners. The problem is first to understand yourself what is involved in knowing the structure (its written and spoken forms, its nuances of meaning), and in particular what is likely to cause difficulties to the learners; and second, how to present example and formulate explanation that will clearly convey the necessary information. This is place where clear thinking and speaking are of paramount importance: although you may elicit suggestion from the learners and encourage their participation in the presentation, it is essential for you to know how to present the structure's form and meaning your self in away that is clear, simple accurate and helpful. Note that there is often conflict between 'simple' and 'accurate' if you give completely accurate accounts of a structure it may be fare from simple, if you simplify, you may not be accurate. One of the problems of grammar presentations is to find that appropriate balance between the two. The task provides a frame work for utilizing your own experience in order to learn more about effective grammar presentation and improve practice.

➤ Grammatical mistakes

Terminology

Applied linguistics theory commonly distinguishes between errors (which are consistent and based on a mis-learned generalization) and mistakes (occasional inconsistent slips). However, when you come across instances during a lesson is usually difficult to tell the difference with any degree of certainty; I have, therefore, not insisted on rigorous distinction between the two term in the following discussion.

➤ What is a mistake?

Usually, language teachers' perceive a mistake intuitively: something sounds or looks "wrong". It may actually interfere with successful communication, or simply "jar" – produce slight feeling of discomfort in the reader or hearer. We have to be careful, however, not to define as mistakes slightly deviant forms which may not accord with some grammar-book prescriptions, but are quite acceptable to competent or native speakers of the language.

Mistakes within the learning process

If we present new structures carefully and give plenty of varied practice in using them, we may hope that our students will make relatively few mistakes. But some will inevitable appear.

Mistakes may be seen as integral and natural part learning: a **Sympro** of the learners' progress through an "interlanguage" towards a closer and closer

approximation to the target language. Some would say that it is not necessary to correct at all: as the learner advances mistakes will disappear on their own.

Even if you think – as most learners do – that mistakes are not a sign of inadequacy (you have failed to teach something, the student has failed to learn it), but rather as a means to advance teaching and learning (“here is some useful information about what we need to pay attention to, let’s now focus on this information in order to make progress. The following:

➤ **Learner errors**

1: Gathering samples

Gather a few samples of learners’ writing that does not consist of answers to grammar exercises: answers to comprehension questions, essays, letters, and short paragraphs. Alternatively, record foreign learners speaking. Teaching pronunciation then you will already have recordings you might be able to use here; if not, the next unit will provide you with some hints on how to make such recordings.

2: Classifying

Go through the samples you have collected, noting mistakes. Can you categorize those types? What are the most common ones?

3: Ordering

Together with colleagues, make a list of most common mistakes, in order of frequency.

4: Reordering

There are, of course, all sorts of other factors, besides frequency, which may affect the level of importance you attach to an error. It may be, for example, less urgent to correct one which is very common but which does not actually affect comprehensibility than one that does. In English, learners commonly omit the third-person-s suffix in the present simple, and slightly less commonly substitute a present verb form when they mean the past; on the whole, the second mistake is more likely to lead to misunderstanding than the first and therefore is more important to correct, another error may be considered less important because a lot of very proficient, or native, speakers often make it. And so on.

Rearrange your list of errors, if necessary, so that they are in order of importance for correction.

Irene E. Schoenberg has taught ELL at the International English Language Institute at Hunter College Program at Columbia University. She is also the author of Focus on Grammar 2; this is an excerpt from Attitudes and Teaching ideas.

➤ **Assess the student grammar knowledge.**

Make sure your assessment corresponds to your teaching philosophy. If you believe as I do, that a grammar class means more than understanding grammar and filling in the correct answers on objective tests, give a test with some open ended questions.

For example, to teach modals, you may want to have intermediate levels students use a modal and write a sentence that logically follows one such as this:

1. **I'm not sure what I'll do this weekend.**
-

There are many possible correct answers, including. I may go to a movie. Or I could go to a movie. But you'll find that students also come up with many incorrect answers. Explaining what an answer is incorrect gives students a clearer understanding of the correct meaning and use of the structure.

Give a test that challenge but no overwhelm. Some students think that because they know the form of grammar patterns in each textbook, they belong on a higher level. The real aim of a grammar lesson is to bridge the gap between understanding a form and using it in authentic open-ended situations; I include some questions that get students to show their ability to use the grammar pattern correctly.

For example, give high-intermediate levels students a situation might be one like this:

A man lied on a job application. He got the job and did well. Two years later his lie was uncovered. His boss fired him.

Students could say:

He shouldn't have lied or his boss should have given him a second chance, or if he hadn't lied he might no have gotten the job.

I believe this shows a better understanding of the grammar pattern than do the more traditional fill-in sentences. (Irene E Schoenberg Attitudes and teaching Ideas)

➤ Grammar Rules

Most students agree that when they speak, they don't think about grammar rules, indeed many people could never speak fluently if they had to think of every rule before they opened their mouths. But I point out to students that knowledge of a

grammar rule sometimes allows them to correct themselves while speaking. And research has indicated that the mark of a good language learner is the ability to self-correct.

Student: How much costs it?

Teacher: Excuse me?

Student: How much does it cost?

When students can correct their errors, they are less likely to repeat them.

Grammar awareness gives learners confidence. They are not forced to rely their ears for what is correct. "Ears" may mislead people in a second (or third) language. For example, a student may incorrectly ask, **Where you going?** He is saying what he has heard. In that question a native speaker stresses the word where, you and going. The word *are* is not stressed. However, a student who has studied grammar may remember that questions with where are followed by question word order. Or a student who talks and writes of a "restaurant good" may remember that in English, unlike many other languages, the adjective precedes the noun. Furthermore, there when what you say differs from what you write "you are older than he is" may be preferable for a written piece, whereas "you are older than him" may be more appropriate when speaking.

Some students fear that there are too many complicated rules that they won't be able to either learn or apply them. I explain to my students that understanding a rule is only a small part of communicating correctly. Using a few rules successfully may be more useful than having an intellectual grasp of many. So we need to spend more time practicing language than we do reviewing all the rules and exercises in a grammar book. Exercises can be done at home. And understanding a grammar rule and using it to get the correct answer. Students need to hear a lot of language to incorporate the rule before they naturally come up with the correct usage. But when they finally do apply it. They will know that what they are saying is correct.

➤ Error correction

Like other aspects of teaching, error correction is a balance act. Most confident and enthusiastic learners want to be corrected by their teachers, but not all the time. In class, I draw students' attention to types of grammar mistakes: The ones the students should be able to correct by themselves, and the ones that cause a problem in communication. I indicate the former type of error by saying "What was that?" or "excuse me?" or by uttering some sound that indicates there is an error. For instance, if a student says, "she lives in Vienna" and I say, "Excuse me?" the student usually can correct the mistake.

If a student mistakenly says, "I slept when she came to my house," When she means, "I was sleeping when she came to my house," I generally stop and explain the use of the past progressive for interrupted action and the difference between the simple past and the past progressive in such sentences. On the other hand, when a student is making a thoughtful comment which happens to have a grammar mistake, I ignore the error, since I don't know what the student (s) to feel their desire to communicate is less important than their grammar usage. I may take note of the error and bring it up at some other time. (Irene E Schoenberg Attitudes and teaching Ideas)

➤ Teaching grammar as form.

Before students can begin to structure new grammar forms, they need to be able to notice them. Noticing activities should provide students with the opportunity to do just that: notice the grammar forms being focused on. Noticing activities encourage a more introspective engagement with language, calling for quiet observation which is unhampered by the simultaneous need to manipulate language. In other words, the

goal of a notice activity is to make a certain form salient to the learner and is intended to do no more than that.

We cannot force learners to notice new features of the grammar, noticing, like other aspects of the learning process, will only occur as and when the learner is ready for it. But activities which seek to encourage active notice by the learner can guide the learner to make their own discoveries about grammar. This approach is known as consciousness raising. Consciousness-raising activities seek to provide the learner through a process which helps them to discover the regularities in the target language. Focusing on form on this way we can give learners a strong sense of direction, which helps to prepare them for subsequent structuring and proceduralization. It allows learners to focus their attention on specific aspects to the language system, without all the additional demands of real-time language use. Research suggests that this kind of focus on form can promote quite rapid learning of explicit grammatical forms, and in so doing can contribute to a high level of ultimate achievement.

Another positive feature of focusing of form is its flexibility. Teachers can vary the emphasis given to form and meaning, concentrating at times of formal aspects of the language system and at other times focusing on specific focus on the grammar. They can also vary the emphasis from time to time between explicit directions provided for the learners, and a more careful encouragement of active involvement and self-discovery by the learners. With both noticing and structuring activities, teachers can choose how much to give the learner, and how much to require for the learner. (Diane Pinkle. Director of the TC TESOL

➤ **Teaching grammar as process**

Process teaching engages the learners directly in the procedures of language use. In process English we do not only want students to achieve the self-discovery which is facilitated by consciousness-raising, but we also want them to achieve the

self-expression of language use. This kind of teaching is sometimes referred to as "task-based" teaching. Task-based instruction is good because the tasks:

- Encourage learners to attend meaning and purposeful language use.
- Give learners flexibility in resolving problems their own way, calling on their own choice of strategies and skills.
- Involve learners' flexibility with their own personalities and attitudes being central.
- They are challenging, not excessively demanding.
- Raise learners' awareness of the process of language use, and encourage them to reflect on their own language use.

Process teaching then, requires careful attention to task design. We want the learner to take every opportunity to deploy grammar in their talk, stretching their linguistics resources so that they use language which is grammatically rich. This procedure is sometimes referred to as "interlingua stretching" and it requires learners to operate at the "outer limits of the current abilities" (Batstone, 2000, p.88) students who consistently fail to stretch their language ultimately end up with a very limited language system.

Competent users of a language have learned how to proceduralize their language knowledge so they can use it without thinking about it. Learners though; will be able to achieve this level of skill without considerable practice and guidance. It is often for learners to attend simultaneously both to their quality of the language and to the meanings they are expressing, and it is usually grammar which is the first to be surrendered when the learner is forced to choose between one or the other. There are strategies however, which teachers can use to help regulate language use:

- Regulation of time pressure.
- Regulation of topic and familiarity, and
- Regulation of shared knowledge.

Time pressure is an important element in task design. The more pressure learners are under, the less time will be available for them to collect their thoughts and complete the task. The solution is very simple: Give learners time to plan what they are going to produce. In one study on this subject, it was found that giving learners planning time let them to produce language with a much wider range of vocabulary and more varied grammatical patterns than was the case when no planning time was permitted. Planning time reduces pressure and so allows learners time to collect their thoughts and to bring grammar under more effective control. Of course, we do not want our learners to become over-dependent on planning time. Learners do need to learn to think on their feet. The ultimate aim of regulating time pressure then is to ease them gradually into the pressure of real-life language use. How much to provide can only be judged by the teacher, with reference to a particular group of learners.

Providing space for planning creates a sense of familiarity with what will follow, and familiarity can strongly influence the quality of the language produced and attended to. Another way in which familiarity can be exploited is through giving learners topics for discussion which they are already familiar with so that they have more mental space to attend to the quality of their own and each other's language. One way to do this is to ask learners to talk about things from their lives and experiences. Another strategy is to provide opportunities for revisiting a topic or theme that has already occurred earlier in the course. In both cases we are giving learners time to re-encounter and to develop particular language routines without the added pressure created by working with novel or unfamiliar material.

A third strategy for regulating language so that learners feel motivated to make their own meanings clear is by offering tasks which regulate shared knowledge between what is known, and known to be known, between all learners at the outset of a process task, and what they need to clearly express to complete the activity. Context-gaps can be created and regulated in various ways, without at the same time controlling their specific forms which learners will use.

When learners express themselves spontaneously, they are faced with the immensely difficult task with dealing with a number of competing demands under great pressure of time: Being clear, relevant, an effective listener as well as a speaker, sensitive turn-taker, and so on. In this process our job is to subtly regulate some of these factors so that the learner can have every chance to elaborate their grammar.(Diane Pinkle. Director of the TC TESOL)

➤ **Grammaring.**

It represents a “shift” in the way we approach grammar. Rather than seeing grammar as a set of rules that need to be acquired, the focus is shifted onto the learners’ experience and their ability to engage language acquisition with a spirit of curiosity. By combining aspects of both form and process approaches, the learner is encouraged to notice grammar as it functions in the dimension of form, meaning and use so that he/she can begin to bring this conscious quality to bear upon with any interaction with authentic language. The student is also taught to actively structure subsequent insights by learning to connect them to what they already know and using them in different meaningful contexts. (Diane Pinkle Director of the TC TESOL)

➤ **The grammar translation method.**

The grammar translation method is not new. It has had different names, but it has been used by language teachers for many years, at one time it was called the Classical Method since it was first used in the teaching of the classical language, Latin and Greek. This method was used for the purpose of helping students read

and appreciate foreign language literature. It was also hoped that, through the study of the target language, students would become more familiar with the grammar of the native language, and this familiarity would help them to speak and write the native language better.

Finally it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

III. METHODOLOGICAL DESIGN

1 Hypothesis

Lacks of didactic materials are factors that affect students in acquiring the grammar sub skill.

3.2 Population and sample

Population:

Fifty four students between 18 and 40 years old is the number of people that compose the fourth year of Maria Auxiliadora high school nightly shift in Granada.

Sample:

Forty students between 18 and 40 is the number of people who are part of our research paper in fourth year of Maria Auxiliadora high school nightly shift in Granada.

3.3 System of variables

Variables	Sub variables	Indicators
General information	Sex	Male _____ Female _____
	Age	18 _____ 25-30 _____ 19-24 _____ 31- 40 _____
	Live with	Parents _____ No answer _____ Alone _____ Others _____
Psycho-social	Psychological factors: As subject. - Feel motivated	Yes _____ No _____ Why _____
	Social factors: Relationship between teacher/student	Excellent _____ Very good _____ Regular _____ Bad _____
Educational situation	Time to study	Less than 1 hour _____ 1 hour _____ More than 1 hour _____
	Practice English in class	Always ____ Usually ____ Frequently ____ Sometimes ____ Rarely ____ Never ____
	Doing English homework	Always _____ Sometimes _____ Never _____
	Consider the English class	Excellent _____ Very good _____ Good _____ Deficient _____
	Difficulties to study	Yes _____ No _____
	How level of English affect in the future studies	Affect _____ No affect _____ No answer _____
	Time out of school system	1 year _____ 2 years _____ 4 years _____ 5 and on _____

Teacher's methodologies	Grammar translation Active – communicative Audio – lingual Direct method	Excellent ____ Very good ____ Good ____ Deficient ____ No answer ____
	Language used in class	Spanish ____ English ____ Both ____
Economical situation	Family income	High ____ Middle ____ Low ____
	Economical problem affecting the studies	Yes ____ No ____

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This questionnaire is done in order to know how the didactic materials affect your attitude toward the learning of grammar.

Your answer will be very useful for our research purpose. Thanks for your cooperation.

Marital status _____ Year _____ Shift _____
Age _____ Occupation _____ Sex _____

1. Who do you live with?

Parents _____ Mother _____ Father _____ Alone _____

2. How is your relation between you and your teacher?

Excellent _____ Very good _____ Good _____ Regular _____ Bad _____

3. How long were you out of the system of education?

One year _____ Two years _____ Three years _____
More than three years _____ None _____

4. How often do you practice English in class?

Always _____ Frequently _____ Sometimes _____ Never _____

5. How much do you exercise in class?

A lot of _____ Average _____ little _____ None _____

6. What kind of material does the teacher use in class?

Books _____ Flash cards _____ Tape recorder _____ T.V _____
Brochure _____ others _____

7. How do you consider the material used in class?

Excellent _____ Regular _____ Bad _____

8. Do you think that the didactic material used in class affect your grammar learning?

Yes _____ Average _____ No _____

9. Do you understand the English class?

Yes _____ No _____

10. How is your participation in class?

Excellent _____ Very good _____ Good _____

Regular _____ Difficult _____

11. How do you consider the English class?

Interesting _____ Routine _____ Boring _____

12. What area do you live in?

Rural _____ Urban _____

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Name of the school: _____ City: _____
Status: _____ Sex _____ Age: _____
Shift: _____ Time teaching: _____

1. How many students do you have in fourth year?

2. What kinds of didactic materials do you use in class?

3. What method do you use in class? Why?

4. What strategies do you use in the classroom to increase the learning of grammar?

5. Do you help in the learning of grammar by using useful material?

Yes _____ No _____

6. How do you help in the learning of grammar? Explain

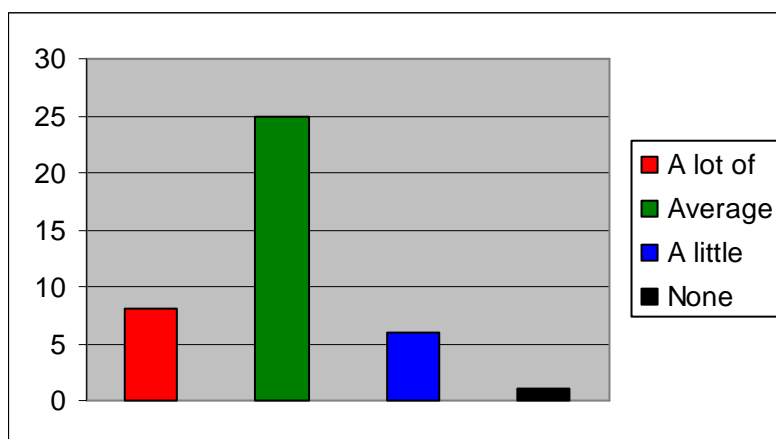
IV. Development

4.1 Influence of the Didactic Material in the Learning grammar

How much do you do exercise in class?

A lot of = 8
 More or less = 25
 Few = 6
 None = 1

Variable	A lot of	Average	A little	None	Total
Absolute Frequency	8	25	6	1	40
Relative Frequency	0.2	0.625	0.15	0.025	1
Percent	20%	62.5%	15%	2.5%	100%

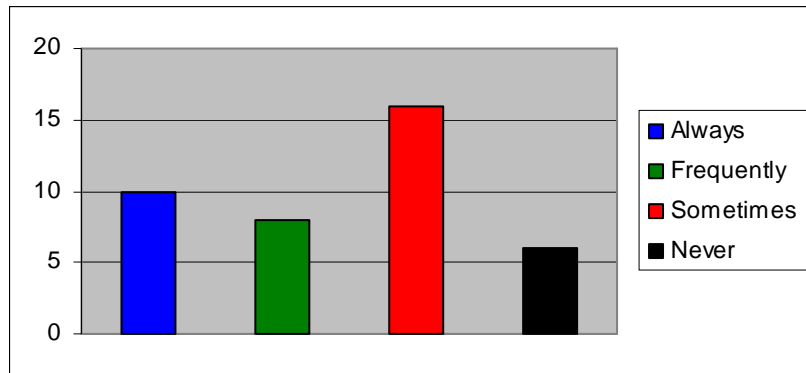


- Do you do exercise in class?

The sample of our research was students from 4th year in Maria Auxiliadora Nightly School. The total of the sample were students between eighteen and forty years old. We observed that 8 students do a lot of exercises which is equal of 20% twenty five students said that they more or less do exercises in class which is equal of 62.5% six students do few exercises in class which is equal 15% and only one student said that he doesn't do any exercises in class which is equal of 2.5%.

How often do you practice English in class?

Variable	Always	Frequently	Sometimes	Never	Total
Absolute Frequency	10	8	16	6	40
Relative Frequency	0.25	0.2	0.4	0.15	1
Percent	25%	20%	40%	15%	100%

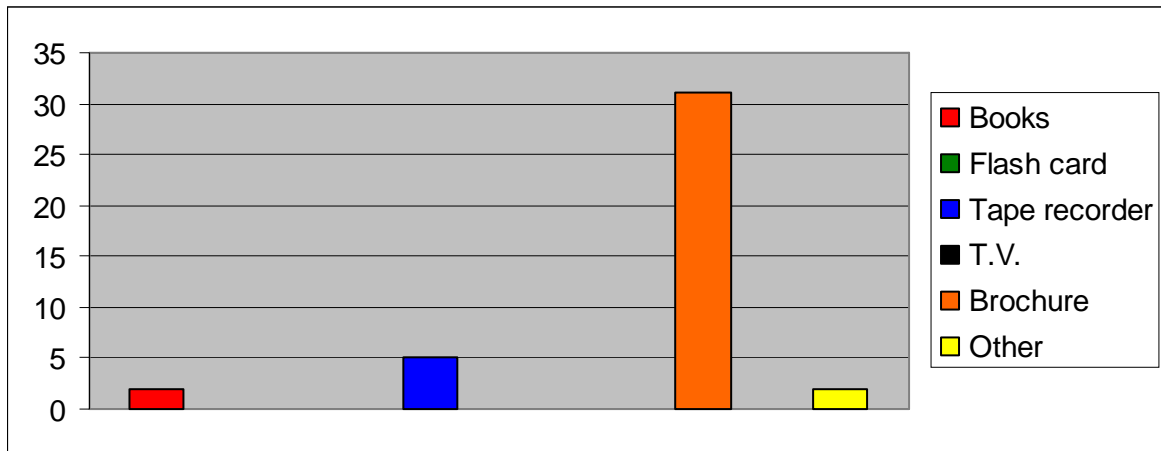


- How often do you practice English in class?

The sample of our research was students from 4th year in Maria Auxiliadora Nightly School. The total of the sample were students between eighteen and forty years old. We observed that ten students always practice English in class which is equal of 25%. Eight students frequently practice English in class which is equal of 20% sixteen students practice English in class, which is equal of 40%, and six students never practice English in class, which is equal of 15%.

What kind of material does the teacher use in class?

Variable	Books	Flash card	Tape recorder	T.V.	Brochure	Other	Total
Absolute Frequency	2	0	5	0	31	2	40
Relative Frequency	0.05	0	0.125	0	0.775	0.05	1
Percent	5%	0	12.5%	0	77.5%	5%	100

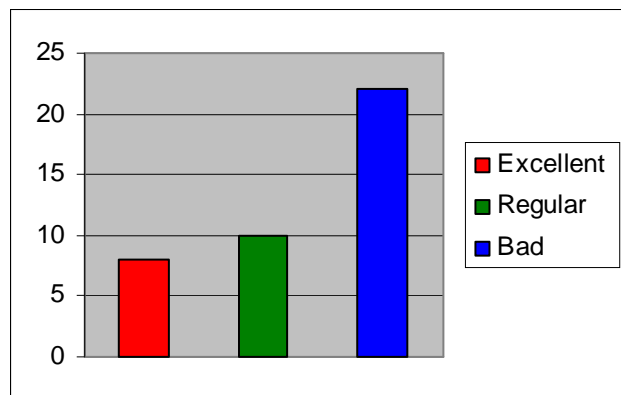


- What kind of material does the teacher use in class?

The sample of our research was students from 4th year in Maria Auxiliadora Nightly School. The total of the sample were students between eighteen and forty years old. We observed that two students said that the teacher use books in class, which is equal of 5%, five students said that the teacher use tape recorder in class which is equal of 12.5%. 31 students said that the teacher use brochure in class which is equal of 77.5% two students said that the teacher use other kind of materials which is equal of 5% and nobody said that the teacher use flash card or T.V in class which is equal of 0%.

How do you consider the material used in class?

variable	Excellent	Regular	Bad	Total
Absolute Frequency	8	10	22	40
Relative Frequency	0.2	0.25	0.55	1
Percent	20%	25%	55%	100%

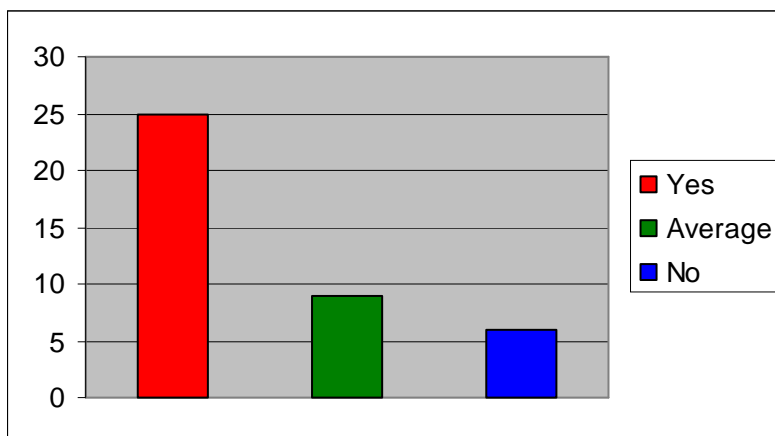


- How do you consider the material used in class?

The sample of our research was students from 4th year in Maria Auxiliadora Nightly School. The total of the sample were students between eighteen and forty years old. We observed that eight students consider that the material used in class is excellent, which is equal of 20% ten students said that the material is more or less which is equal of 25% and twenty two students consider that the material used in class is bad which is equal of 55%.

Do you think that the didactic materials used in class affect your grammar learning?

Variable	Yes	Average	No	Total
Absolute Frequency	25	9	6	40
Relative Frequency	0.625	0.225	0.15	1
Percent	62.5%	22.5%	15%	100%

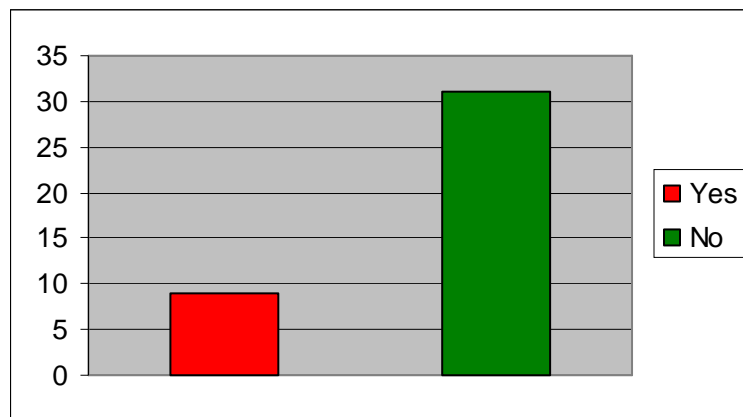


- Do you think that the didactic material used in class affect your English Learning?

The sample of our research was students from 4th year in Maria Auxiliadora Nightly School. The total of the sample were students between eighteen and forty years old. We observed that twenty students feel affected for the material used in class, which is equal of sixty two and a half% nine students said that they more or less feel affected for the material, which equal f twenty two and a half% and six students don't feel affected which is equal of 15%.

Do you understand the English Class?

Variable	Yes	No	Total
Absolute Frequency	9	31	40
Relative Frequency	0.225	0.775	1
Percent	22.5%	77.5%	100%



- Do you understand the English Class?

The sample of our research was students from 4th year in Maria Auxiliadora Nightly School. The total of the sample were students between eighteen and forty years old. We observed that nine students understand the English Class, which is equal of 22.5% and thirty one students don't feel the English Class, which is equal of 77.5%.

4.2 CLASS OBSERVATION

In this part we observed that: the teacher did not have the lesson plan, and the scores paper, but he began the class on time, the student's behavior is controlled by the teacher and the main thing that we observed is that the teacher only uses a brochure to develop the teaching grammar process.

Another things observed into the classroom are: the teacher makes a review about the last topic, explains the goals of the class, the vocabulary that he uses is appropriated, makes examples the theme explained, but he does not uses the didactic resources in an adequate form, he does not put in practice the grammar knowledge explained before and does not use good didactic materials.

In this supervision the teacher was recommended by the supervisor to:

- 1). Prepares the class by doing lesson plan
- 2). Choose the correct material to teach grammar in order than the knowledge will Be significant.
- 3). the material most be according with the level of the students knowledge.
- 4). Make activities in order to practice the grammar sub skill.
- 5). Let the students to participate.

4.3 TEACHER INTERVIEW

According with the answers that we got from the teacher he said that he knows about the problem by teaching the grammar sub skill, and he argued that he only uses brochures because he does not receive any supporting for the principal of the school.

He also said that he teaches with the grammar translation method, because it is easier to teach with this method, and it is the most appropriated for the students.

About the strategies, we obtained that he only puts the students to do exercises during the class, and at the end he checks for the answers.

Another answer that we got, was that the teacher does not use useful material for teaching an efficiency grammar class, but he saved his responsibility by saying, that he does his best with the material that he has and obtains from the school. He finished the interview with this phrase. **“For me the students are the most important in my class”**.

4.4 RECOMMENDATIONS

First at all, we consider that it's necessary to do a hard study about different kinds of techniques and didactic materials that the teacher uses in the classroom, because according to the result of this research work the teacher does not help to improve the learning of grammar in the students.

Actually the teacher teaches with a unique book of English, by talking at only copies from the book and the contents are not available with the grade of English than students need. For this reason he always teaches a routine class, and he never uses the advances of the technology to increase the learning of English.

- The teacher should use a material which has proficiency knowledgement for the process of learning.
- The teacher should prepare himself seriously in order to help the student in the learning of grammar.
- The material than the teacher selects should be more adequate for the level of English that students demand.
- The teacher should receive more training to teach a successful class.
- The Principal must provide of significant materials to the teacher to reinforce his methods of teaching
- The principal of the school should often supervise the English class.

4.3 CONCLUSIONS

The Ministry of Education a long the years has never worried for the English class, so it does not give or recommend a list of books in order that they were taught in the secondary school. The Ministry of Education does not have a program to follow for an accurate learning of English. This problem permits that different schools use the program they can, and sometimes the Principal of the different schools let the English teacher uses the program, they thought is the best for the student.

Maria Auxiliadora high school nightly shift has only an English teacher, who is the total responsible for the learning of grammar in this school. A long this research work and in different observation, we observed in 4th year that the teacher only uses brochure to teach grammar, he only once in a while uses the board to explain the class, another factor that influenced in the learning of grammar is that the material uses by the teacher is no according to the level of the students.

We also observe that there are some other factors which do not permit an efficiency learning of grammar. Like the time out of class the students were, the time the teacher teaches during the week, the student's motivation, but the principal cause we saw is the Didactic Material that the teacher uses in class, so the students do not feel identified with it, and they do not feel that they are learning.

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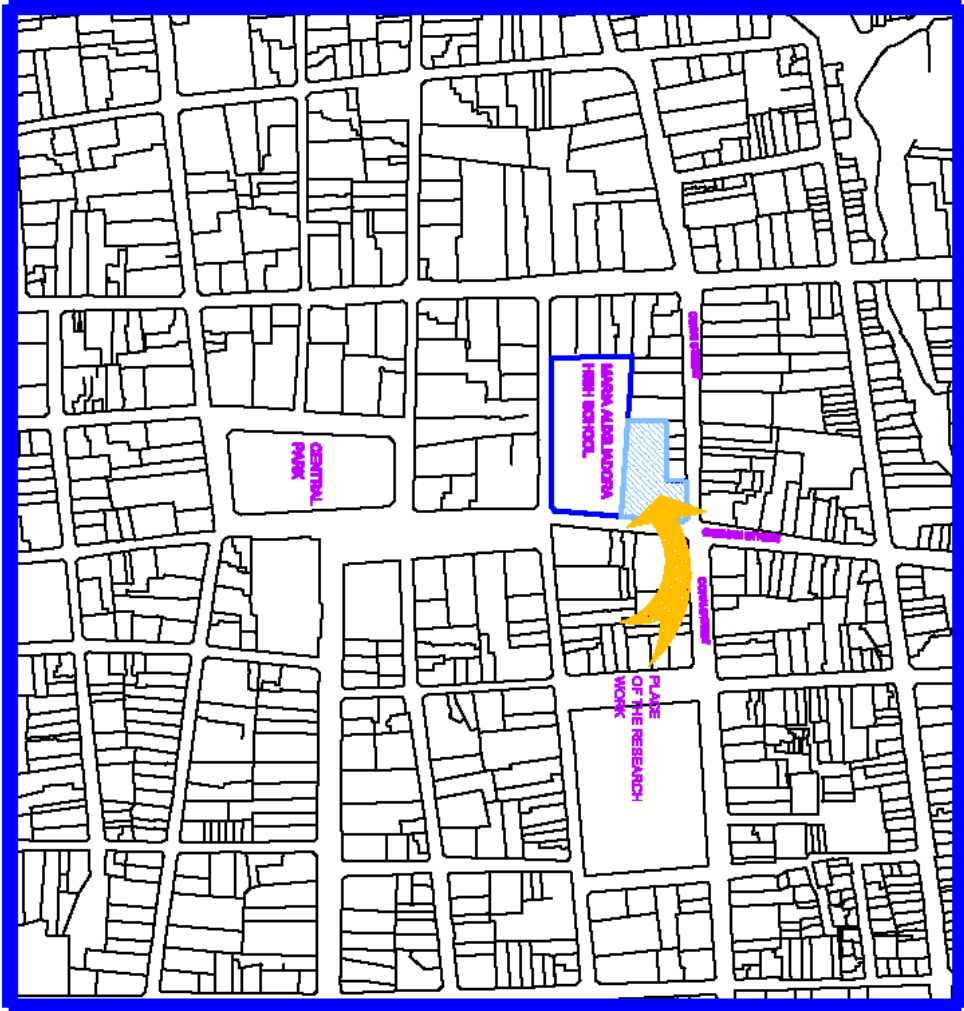
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Annexes

LOCATION PLAN



Photos of the school.













ANALYSIS OF THE SURVEY.

1. Who do you live with?

Variable	Parents	Mother	Father	Alone	Total
Absolute Frequency	23	8	0	9	40
Related frequency	0.575	0.2	0	0.225	1
Percentage	57.5	20%	0%	22.5%	100%

According to the survey which has been applied to students from 4th year in Maria Auxilidora high school nightly shift the 57.5% live with their parents, the 20% live with their mother, the 0% live with their father and the 22.5% live alone.

2. How is your relation between you and your teacher?

Variable	Excellent	Very good	Good	regular	Bad	Total
Absolute Frequency	18	10	6	5	5	40
Relative Frequency	0.45	0.15	0.15	0.125	0.025	1
Percentage	45%	15%	15%	12.5%	2.5%	100%

According to the survey, which has been applied to students from 4th year in Maria Auxiliadora high school night shift, 45% have an excellent relationship with the teacher, 15% have a very good relationship with the teacher, 12.5% have a regular relationship with the teacher, and 2.5% have a bad relationship with the teacher.

3. How long were you out of the system of Education?

Variable	One year	Two year	Three year	More than 3 year	None	Total
Absolute Frequency	7	13	10	5	5	40
Relative Frequency	0.175	0.325	.25	0.125	0.125	1
Percentage	17.5%	32.5%	25%	12.5%	12.5%	100%

According to the survey which has been applied in student from 4th year in Maria Auxiliadora high nightly shift, the 17.5% had one year out of the system of Education, the 32.5% had two years out of the system of Education the 25% had three year out of the system, the 12.5% had more than three years out of the system of education.

4. How is your participation in class?

Variable	Excellent	Very good	Good	Regular	Difficult	Total
Absolute Frequency	22	7	8	3	0	40
Relative Frequency	0.55	0.175	0.2	0.075	0	1
Percentage	55%	17.5%	20%	7.5%	0%	100%

According to the survey, which has been applied in student from 4th year in Maria Auxiliadora high nightly shift the 55% said that their participation is excellent, the 17.5% said that the participation is very good, the 20% said that participation is good, the 7.5% said that participation is regular, and the 0% said that their participation is difficult.

5. How do you consider the English class?

Variable	Interesting	Routine	Boring	Total
Absolute Frequency	10	13	17	40
Related Frequency	0.25	0.325	0.425	1
Percentage	25%	32.5%	42.5%	100%

According to the survey, which has been applied in student from 4th in Maria Auxiliadora high nightly shift, the 25% consider interesting the English class, the 32.5% consider Routine the English class and the 42.5% consider Boring the English Class.

6. Where do you live in?

Variable	Rural	Urban	Total
Absolute Frequency	23	17	40
Relative Frequency	0.575	0.425	1
Percentage	57.5%	42.5%	100%

According to the survey, which has been applied in students from 4th year in Maria Auxiliadora high nightly shift, The 57.5% lived in Rural Area and the 42.5% lived in Urban Area.

7. Sex of the students

Variable	Male	Female	Total
Absolute frequency	16	24	40
Relative Frequency	0.4	0.6	1
Percentage	40%	60%	100%

According with the survey, which has been applied in students from 4th year in Maria Auxiliadora high school nightly shift, the 40% are Male and the 60% are Female.

