

Universidad Nacional Autónoma de Nicaragua.

(UNAN-Managua)

Facultad de Educación e Idiomas

Departamento de Inglés



Seminario de Graduación

General topic: English teaching-learning strategies process during the second semester 2014.

Topic: The grammar teaching strategies in the learning process, in English students of second year morning and afternoon shift at UNAN- Managua, during second semester 2014.

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V year "B"

DEDICATORY

This work is dedicated first to God, for gave us the knowledge, patient and eagerness to achieve this goal.

Also, to our parents for supporting us throughout all our studies at the university and help us to overcome the difficulties during the research.

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Abstract

The topic is the grammar teaching strategies in the learning process, in English students of second year, morning and afternoon shift at UNAN- Managua, during second semester 2014. This research proposal is pretended to describe and verify the influence of the teaching strategies in the grammar learning process. This study is focused on five main aspects: teaching strategies to develop grammar skill, teaching approach in the grammar skill, type of assessment in grammar, kind of resources used to develop grammar, main factors which affect the grammar learning on student. By carrying out this research, it is used the following instruments: classes' observation, surveys and interviews.

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I. General topic:

Strategies in the teaching-learning process of English during the second semester 2014.

1.1. Topic:

The grammar teaching strategies in the learning process, in English students of second year morning and afternoon shift at UNAN- Managua, during second semester 2014.

II. Problem:

What is the effect of the teaching strategies in the development of the grammar skill at students?

2.1. Sub- problems:

- Different teaching strategies used to develop grammar.
- Teaching approach for conducting grammar skill.
- Type of assessment in grammar.
- Kind of resources used to develop grammar.
- Influential factors which affect grammar learning.

III. Objectives

3.1. General

To analyze the effects of teaching strategies used in the development of grammar learning.

3.2. Specifics

- To identify the effectiveness of the teaching strategies in grammar.
- To determine the teaching approach of grammar skill.
- To determine the type of grammar assessment strategy.
- To verify the appropriateness of the teaching resources to achieve the objectives of the content.
- To describe the influential factors in the grammar learning process.
- To provide recommendations based on the results of this research.

IV. JUSTIFICATION

This research proposal is based on the grammar learning in students' perspectives about grammar skill. Also, it focuses on the impact of teaching strategies. The English students who are involved in this research are students of second year morning and afternoon shift. This research is going to be conducted during the second semester 2014, at UNAN - Managua.

By carrying out this research, it will verify the appropriateness of the teaching strategies to develop grammar skill. Moreover, this research is done because grammar is one of the most important to the teaching and learning processes. Also, it is a difficulty that students face in the learning process. Besides that, it needs to be taught in different ways and be integrated into the teaching of speaking, listening, writing, and reading skills. Because of it is not acquired naturally.

On the other hand, this study will contribute to verify the present in the grammar teaching-learning process. Similarly, the aim of this research is to verify the effectiveness of teaching strategies in grammar. Also, it is intended to provide recommendations and strategies in order to improve grammar learning. Finally, this study is relevant for the researchers. Because of it is allowed to put the knowledge acquired into practice, referring to teaching strategies. Also, it allows the researchers to have a better understanding and insight into the experiences of the teacher trainees.

V. RESEARCH QUESTIONS.

1. What type of teaching approach is used to teach grammar?
2. What type of assessment does the teacher use?
3. What is the influence and impact of grammar teaching at UNAN - Managua?
4. How the professor assesses the students?
5. What are the resources used to develop grammar strategies?
6. What are the strategies used by teacher?
7. What is the effectiveness of each strategy?
8. What challenges does the teacher face in teaching grammar during the classroom practices?
9. What are the principal factors which affect the grammar development of English students?

VI. Introduction

Grammar is a present problem in English students of second year morning and afternoon shift at UNAN – Managua. One reason is the teaching grammar strategies influence in students. So that, the teacher should use a variety of activities, but it is important that she or he knows that every activity is used with a purpose for students' learning, and each one promotes different kinds of learning.

A second reason is students' perceptions about grammar. Some of them think that grammar is not important, but it is not true. Because, it is one of the tool that allows talking about the language. Grammar names the types of words and word groups that make up sentences in any language. That is why students cannot elaborate easily a paragraph; in which they can include examples, statistics, questions, definitions, quotations, and anecdotes. For instance, they are not able to write longer and more sophisticated essays.

Another one is the influential factors in the grammar learning process. These could be internal and external problems. Internal problems influence the students learning activities and its result. It includes student ability, habit, eagerness, etc. External problems are the obstacles or challenges that appear from the surrounding, such as: time, the inadequate facilities, the teacher's behavior and attitude, the atmosphere of class, etc.

Finally, in order to analyze the effects of teaching strategies used in the developing of grammar learning. The issue of grammar teaching needs to take into account the factors that can influence teacher trainees' pedagogical choices and decision-making when teaching grammar in the classrooms.

VII. Theoretical framework

This research is based on pedagogic grammar, which is designed for second-language students.

7.1. Pedagogical Grammar

According to Little (1994) "Pedagogic grammar is a description of how to use the grammar of a language to communicate, for people wanting to learn the target language. Pedagogic grammars contain assumptions about how learners learn, follow certain linguistic theories in their descriptions and are written for a specific target audience."

Grammar definition

Grammar is a field of linguistics that involves all the various things that make up the rules of language. Subfields of linguistics that are considered a part of this field include syntax, phonetics, morphology, and semantics. This topic is often divided into two common broad categories: descriptive and prescriptive. Both are concerned with rules--but in different ways. Specialists in descriptive grammar examine the rules or patterns that underlie our use of words, phrases, clauses, and sentences. In contrast, prescriptive grammarians (such as most editors and teachers) try to enforce rules about what they believe to be the correct uses of language.

7.2. Teaching and learning Grammar

Grammar is often named as a subject difficult to teach. Its technical language and complex rules can be intimidating. A good teacher has several possibilities how to teach grammar. There are a number of techniques for presenting and

practicing grammar. According to Harmer, the grammatical information can be given to students in two major ways. The first one could be extremely covert and the second will be made extremely overt.

Covert grammar teaching means that grammatical facts are hidden from the students- even though they are learning the language. Students may be asked to do any activity where a new grammar is presented or introduced, but their attention will be drawn to this activity not to the grammar. Overt grammar teaching means that the teacher actually provides the students grammatical rules and explanations-the information is openly presented. With overt teaching grammatical rules are explicitly given to students, but with covert teaching students are simply asked to work with new language to absorb grammatical information which will help them to acquire the language as a whole. So, grammar teaching is necessary to achieve the goals and be integrated in the following:

7.2.1. Writing

The first reason, then, is the one that most educationalists have concentrated on for the last few decades: teaching grammar improves first-language writing skills. The argument is that mature academic writing (the target of school literacy teaching) requires high-level linguistic skills, including not only a broad vocabulary but also sophisticated grammatical skills.

7.2.2. Reading

Another argument for teaching grammar is in improving reading skills. This is where it is important to stress that 'grammar' means grammatical analysis rather than mere error-avoidance. After all, it is the author rather than the reader

that chooses what words to use. In contrast, grammatical analysis is highly relevant to reading because it is simply a conscious and articulated version of the analysis that any reader makes. To read a sentence is to analyze it – its words, its grammar and, ultimately, its meaning. One particularly important kind of reading where grammatical analysis is especially helpful is the reading of literature – stories, novels, poems and so on. Literary works that are read in class are, by definition, well written, so they serve as an excellent model for linguistic novices.

7.2.3. Speaking and listening

Although grammar is historically associated with the written language, it is highly relevant to the spoken language as well because this is the source of written language. Spoken language, including the most spontaneous and casual conversational styles, is controlled by much the same grammatical rules as the most formal writing.

7.3. Strategies for Teaching Grammar

Language teachers and language learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing.

7.3.1. Oral Language Development: These strategies can be used to develop oral language in the classroom.

7.3.2. Literacy Development: These strategies and activities provide opportunities for developing literacy in the language classroom.

7.3.3. Expanding Your Repertoire: These activities can be used in many contexts and in many subjects to get students to understand, remember and learn through the language.

7.3.4. Tasks and Projects: These ideas concentrate on larger tasks or projects which can act as the basis on which to build units.

7.3.5. Picture Cues: This page includes information and examples of a variety of Picture Cues, which can be used to develop oral language.

7.3.6. Templates

7.3.7. Learn More About Your Students. Use these activities to learn more about your students and their learning experiences.

7.3.8. Using Textbook Grammar Activities: Textbooks usually provide one or more of the following three types of grammar exercises.

- Mechanical drills: Each prompt has only one correct response, and students can complete the exercise without attending to meaning.
- Meaningful drills: Each prompt has only one correct response, and students must attend to meaning to complete the exercise
- Communicative drills, described in Strategies for Learning Grammar

According to Williams (2005), "To use textbook grammar exercises effectively, instructors need to recognize which type they are, devote the appropriate amount of time to them, and supplement them as needed". It is inferred that the grammar book needs to be design according to the student's level, needs and appropriateness of the time in each lesson.

7.3.9. Grammar-translation method

There are two main goals to grammar-translation classes. One is to develop students' reading ability to a level where they can read literature in the target language. The other is to develop students' general mental discipline. The users of foreign language wanted simply to note things of their interest in the literature of foreign languages. Therefore, this method focuses on reading and writing and has developed techniques which facilitate more or less the learning of reading and writing only. As a result, speaking and listening are overlooked.

7.3.10. Traditional Technique: Teaching grammar for grammar's sake, a more traditional way of teaching grammar, means you use no contexts or narratives when relaying the information.

7.3.11. Communication Technique: Focusing on Concepts to Teach Grammar

Apply grammar practice in terms of concepts or contexts. Students can use the narratives as context clues to understand grammar rules better. Ways to apply this include worksheets that feature sentences or paragraphs; require students to circle certain grammar points they have studied in class.

7.3.12. Correcting Errors in the Correct Way

Teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teachers need to let students know when they are making errors so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form.

7.3.13. The discovery technique

According to Scrivener (2011) he says that: " Giving students chances to be exposed to, or to attempt to use, language 'above' their apparent level of knowledge of grammar is extremely useful and greatly aids future work on grammar. This approach celebrates what students can do – and clarifies precisely what still needs to be worked on".

That means that, when using the 'discovery technique' students learn more about their knowledge and abilities eliciting and discovering information from them rather than the teacher telling what the grammar is. The idea is that students will 'discover' the grammar through a series of steps (these might be tasks, language awareness activities, pictures, questions etc.) and will deduce both the form and the meaning from the context(s).

7.3.14. Practice techniques

According to Harmer (1991), there are various ways of doing practice techniques, which means that pupils do exercise through the techniques which get them to practice grammatical item. There will be mentioned four different types of oral practice and written practice too.

1) Drills are often done with the whole class, students are given sentence with a new grammatical item and they are asked for right repetition. The aim of drill is to give students rapid practice in using a structural item.

2) Interaction activities are the ways of language practicing which are more meaningful and more enjoyable. Pupils often work together in pairs or in groups. They exchange information in the purposeful and interesting way.

3) Involving the personality is the way when pupils do the exercise and at the same time talk about themselves. They are asked to discuss things that involve their personality and to use this subject matter as a focus for grammar practice.

4) Games are surely the most interesting and the most favorite way how to practice grammar. Games are very useful for grammar work. Students are given a new grammatical item through the game, which is exactly the most natural way especially for children. There are several types of grammar games that will be mentioned later in this work.

7.4. Goals and Techniques for Teaching Grammar

The goal of grammar instruction is to enable students to carry out their communication purposes.

- Students need overt instruction that connects grammar points with larger communication contexts.
- Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.
- Error correction is not always the instructor's first responsibility.
- Teach the grammar point in the target language or the students' first language or both. The goal is to facilitate understanding.
- Limit the time you devote to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited.

- Present grammar points in written and oral ways to address the needs of students with different learning styles.

An important part of grammar instruction is providing examples. Teachers need to plan their examples carefully around two basic principles:

- Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used, and be to the point of the lesson.
- Use the examples as teaching tools. Focus examples on a particular theme or topic so that students have more contact with specific information and vocabulary.

7.5. GRAMMAR APPROACHES

According to Little (1994), “There are two kind of approaches”.

7.5.1. The deductive approach – rule driven learning A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is presented and the learner engages with it through the study and manipulation of examples.

Advantages of a deductive approach:

- It gets straight to the point, and can therefore be time-saving. Many rules — especially rules of form — can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.
- It respects the intelligence and maturity of many - especially adult -students, and acknowledges the role of cognitive processes in language acquisition.

- It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.
- It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

Disadvantages of a deductive approach:

- Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient metalanguage (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved.
- Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction.
- Explanation is seldom as memorable as other forms of presentation, such as demonstration.
- Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

7.5.2. The inductive approach – the rule-discovery path

Advantages of The inductive approach

- Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.

- The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability.
- Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.
- It is an approach which favors pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.
- If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
- Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.

The disadvantages of an inductive approach include:

- The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.
- The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.
- Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.

- It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.
- However carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation.
- An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.

7.6. Testing grammar

It has been said that pupils would do the exercises with pleasure and in a funny way. But it is quite difficult to test grammar in the same way. However it is difficult, it is possible. There are several types of tests. Teacher can test students' ability to speak or write, his reading or listening skills. Of course, written tests take less time and they are easier to administer. That's why most tests are based on written skills. This could cause some problems, because so much teaching in the classroom is based on oral work. Teacher should remember this fact and try to make the tests suitable for students. Good test shows both teacher and learner how well they are all doing. Teacher who writes tests should bear in mind the rules that are offered by Hamer:

- do not test what you have not taught
- do not test general knowledge
- do not introduce new techniques in tests
- do not just test accuracy

- do not forget to test the test

The testing of grammar is one of the mainstays of language testing. While such tests test the ability to either recognize or produce correct grammar and usage, they do not test the ability to use the language to express meaning.

However, it can be argued that a basic knowledge of grammar underlies the ability to use language to express meaning, and so grammar tests do have an important part to play in language programs.

7.6.1. Types of Tests

The following are some of the most common types of items used to test awareness of the grammatical features of the language. Each item test the ability to recognize or produce correct forms of language rather than the ability to use language to express meaning, attitude, emotions, etc. Nevertheless, it is essential that students master the grammatical system of the language they are learning. Thus, classroom test of grammar and usage can play a useful part in a language program.

- Multiple-choice item: is the incomplete statement type, with a choice of four or five options.
- Error Correction items: are also useful for testing grammar. An error correction item is one in which the tester is given a sentence with an error. Four words or phrases in the sentence marked with letters and the tester needs to decide which of the words or phrases has the error.
- Completion Items: the testers are asked to fill in blanks in sentences. For the purpose of a grammar test, the words which fit in the blanks should be

function words, such as articles and prepositions. (Completion items intended to test reading ability or vocabulary knowledge, in contrast, use content words.) Also, it is possible to require a phrase instead of a word in each blank. However, while this method presents a more realistic situation, it does become more difficult to mark. While it is probably not realistic for large-scale testing situations, it is something that is useful for classroom teachers who want to help their students develop an ability to produce appropriate grammatical forms in context.

- Transformation Items: In this type of item, testers are given a sentence and the first few words of another sentence to change the original sentence without changing the meaning. There are variations on this type of item in which the word which starts the transformed sentence is underlined, or the tester is given one word to use in the new sentence.

This type of test is difficult to grade because the teacher has to be aware of the variety of possible answers. Another problem is that it does not in any way test the testers' knowledge of when each of the possible transformations would be most appropriate.

- Word Changing Items: Another type of item is one in which the testers are given a sentence and a word which they need to fit into the sentence by changing the form of the word. This type of grammar test item tests students' knowledge of different word forms and how they are used in sentences.

- Sentence Combining Exercises: they can play a part in testing grammar as well as its more traditional use as part of composition testing and training. While the testing of grammatical knowledge is limited--it does not necessarily

indicate whether the tester can use the grammatical knowledge in a communicative situation--it is sometimes necessary and useful. When considering the testing of grammar, the teacher has to make decisions about such factors as ease of marking, the degree of control, and the degree of realism.

7.6.2. Kind of Assessment

According to Brindley (2002) "assessment is the act of collecting information and making judgments on a language learner's knowledge of a language and ability to use it".

That mean, assessment relates to individual student learning and its measure students achievement. Also, it helps students to learn, teachers to improve the instruction and to evaluate the efficacy of education program assessments.

All of different assessment types work together to provide a complete, valid, reliable, and fair picture of student's abilities.

1. Diagnostic: assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction.
2. Formative: assesses a student's performance during instruction, and usually occurs regularly throughout the instruction process.
3. Summative: measure a student achievement at the end of instruction.

Assessment Techniques

The most common are: Classroom tests, Observation, Elicitation, Proficiency rating scales, Journals, Portfolios, Conferences, interviews ,Performance

assessment, Error analysis, Checklists, Questionnaires, Self- and Peer-assessment.

1. Oral Interview

You can do a one on one interview with each of your students to get a good idea of their listening and speaking abilities. You can schedule these types of interviews during class (perhaps take each student into the hall to have a private discussion while the rest of the class does seat work) or schedule with students individually. Asking questions that use grammatical structures and vocabulary that your class has studied will help you know exactly what each student has grasped. Do not penalize a student for not knowing content if he or she can compose grammatically and situational correct statements or questions in response to your questions.

2. Class Presentations

A presentation in class assesses a different aspect of spoken language. When you ask a student to speak in front of the class, he is able to prepare and practice what he wants to say. He can also research information on his topic. In this case, the grade you give your student should be based on both content and presentation.

3. Role Play

Another way to assess your students' speaking abilities is by having them perform role-plays in front of the class. By giving them a situation and roles to play, you can see how creatively your students are able to use language with one another. Be listening for content and grammar as with any oral assessment,

but you can also be attuned to how your students are making creative use of their language to communicate with one another.

4. Cloze Exam

A cloze exam is an atypical way to test the understanding your students have of grammar. To write a cloze exam, write an original paragraph or take one that your students have used in their studies. Then replace every fifth or sixth word with a blank. Ask your students to fill in the blanks with words they think would be most logical and grammatical. You will see a variety of answers among your students, but as long as the answers are grammatically and logically correct, the student should receive full credit.

5. Fill in the Blank

A fill in the blank test may seem similar to a cloze exam, but this type of test is used to test a specific grammatical structure or set of vocabulary. You can write individual sentences or an entire paragraph for your students, but it is probably best to provide a word bank in either case. You may choose to supply more words than will be necessary to fill in the blanks to make the test more challenging. This will force your students to choose the best answers rather than matching ten words with ten blanks.

6. Writing Sample

Having your students give you a writing sample is another good way to assess their proficiency with grammar. If you have them write something for homework, you run the risk that someone other than your student will do the writing. Often friends or native speakers will correct a nonnative speaker's writing with the

intention of helping, but this will not give you an accurate picture of your student's writing. To avoid this, have your students do a periodic in class writing. Give them an adequate amount of time to write about a subject that you assign. You will then get an accurate look at their grammatical and writing proficiency. Follow up your assessment with some mini-lessons on common grammatical pitfalls that the class exhibited.

7. Online Quiz

You do not have to spend as much of your class time assessing your students as was often necessary in the past. With the extensive collection of online resources for ESL students, you can require your students to spend time at home or in a language lab period working on exercises and quizzes available online. Have your students print out their final scores or e-mail them to you. In so doing, your students will still get feedback on their work and knowledge, but you will not have to give up valuable class time for it to happen.

8. Multiple Choice Exams

Sometimes the classics are often the way to go when assessing your students. If you choose to give a multiple-choice exam, keep these pointers in mind when writing the questions. Make sure all the answers are grammatically correct. Your students should not be able to eliminate an answer based on grammar alone (unless, of course, that is what you are trying to test). Also, try to keep all the answer choices around the same length. If you choose to include the options "all of the above" or "none of the above", make sure they are options for additional questions. If you keep these tips in mind when you write your multiple-choice quiz, you will get better results from your students.

9. True/False Quiz

The true/false quiz is also a classic that is used by most teachers. When you use this type of test, do not give trick questions that focus on minor details. Even more important, have your students correct the questions that they say are false. If they are making the corrections rather than just identifying the mistakes, you will make sure they are answering from what they know rather than making lucky guesses. You can assign one point to each answer and another point to each correction on the test.

There are many other ways you may find valuable in assessing your students, and they will each be useful in the classroom. The more variety you use in assessing your students, the better your picture will be of their overall language skills.

VIII. VARIABLES

OBJECTIVES	VARIABLE	TECHNIQUES AND INSTRUMENTS
To identify the effectiveness of teaching strategies in grammar.	Teaching strategies to develop grammar skill.	<ul style="list-style-type: none"> - Class observation. - Survey. - Interview.
To determine the teaching approach.	Teaching approach in the development of grammar skill.	<ul style="list-style-type: none"> - Class observation. - Interview
To determine the type of grammar assessment strategy.	Type of assessment in grammar.	<ul style="list-style-type: none"> - Class observation. - Interview
To verify the appropriateness of the teaching resources to achieve the objectives of the content.	Kind of resources used to develop grammar.	<ul style="list-style-type: none"> - Class observation. - Survey. - Interview
To describe the influential factors in the grammar learning process.	Main factors which affect the grammar learning on students.	<ul style="list-style-type: none"> - Class observation. - Survey.

IX. Methodological design

This research is based on a mixture approach because it has a qualitative and quantitative analysis.

9.1 Population and sample

Participants

The population is 56 English students of second year, between morning and afternoon shift at UNAN-Managua. But the sample of this study consisted of 24 students. They were selected to provide information about the influence of the teaching-learning grammar process. They are young students between 16 - 24 years old. Most of them are single and there are more female than male. Moreover, it is involved the grammar teacher.

9.2 Techniques to gather information.

The data collection instruments involve class observations, interviews and surveys.

Observation is the primary data collection method used in this research. This a valuable strategy used to provide direct evidence of teacher and learners behavior. This instrument allows experiencing direct contact with classroom realities.

The purpose of this observation is to get evidence on teaching grammar approach and strategies to develop it.

Class Observation sheet.

UNAN- Managua

Observer's name: _____

Course: _____ Date: _____

What the teacher was trying to achieve	
What teaching resources are used and your reaction to this.	
Techniques the teacher used.	
Things you notice about teacher's behavior or manner in the lesson.	
Things you notice about students' behavior or manner in the lesson	
Your favorite part of the lesson	
Your overall impression of the lesson	

Another data collection strategy employed in this research is the survey. The purpose is to get information about the teaching strategies, resources and factors that influence in learning grammar. This survey will be applied to 24 students of second year English on regular morning shift.

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(UNAN- Managua)

Date: _____ Genre: _____ marital status: _____

Age: _____

❖ **This survey is done with the purpose for doing a final assignment.**

I. True or false

1. Write in the blank T for true statement and F for false statement.

1. Learning grammar is necessary to speak _____
2. Grammar is one of the most common problems in students _____
3. Difficulties in grammar do not affect writing process _____
4. Grammar is the less important in the career _____

II. Yes or no questions

2. Answer yes or no to each question.

1. Do you consider that the grammar teacher is dynamic?
2. Do you understand the teacher grammar explanation?
3. Does the professor use realia to practice grammar?
4. Do you believe that the teaching strategies are the most appropriate?
5. Do you think that the teacher planned the class every day?

III. Answer questions

3. Answer the following questions.

1. What kinds of materials do the teacher provides you?
2. Can you mention some activities that the teacher does in class?
3. What grammar activity do you prefer?
4. Does the teacher use the lab and the resource center? In what ways?
5. What do you suggest to improve grammar class?

IV. Unique answer.

4. Circle the best answer you chose.

1. From 1 to 5 in what range you are as a good grammar level?

1 4

2 5

3.

2. How often do you read in English at home?

a. Always

b. Sometimes

c. Seldom

d. Never

3. Which of the following internal problems do you believe that influence in your learning grammar process?

- a. Reading habit
- b. Study ability
- c. Eagerness
- d. All of the above
- e. Any of the above

4. Which of the following external problems do you believe that influence in your learning grammar process?

- a. Economic problems
- b. Physical
- c. Environment
- d. Time
- e. All of the above
- f. Any of the above

5. Do you think that you need to improve and apply grammar in your daily activities?

- a. Yes of course
- b. Rarely
- c. It is no important

V. Multiple choices

5 Check the answers you chose ()

1. In which of this problem do you have difficulties?

- a. Word order
- b. Verb tense
- c. Prepositions
- d. spelling
- e. comparatives and superlatives

2. In which of this statement does the ingles grammar differ from Spanish grammar?

- a. ----- different meaning
- b. ----- different structure
- c. ----- same syntax
- d. ---- word omission
- e. ----- different verb tense

3. What kind of dictionary do you use?

- a. English-Spanish
- b. Monolingual

4. When you read in English, do you look for unknown words in:

- a. Dictionary
- b. Just define by context.

The other tool is the Interview applied to the teacher. It is used in order to obtain the teacher perspective about teaching grammar.

Teacher's interview

Objective: To know the difficulties in the teaching and learning grammar process.

This interview will be applied to the grammar's teacher of second year at UNAN- Managua.

Universidad Nacional Autónoma De Nicaragua

(UNAN- Managua)

Genre: _____ Age: _____

Questions

1. What is the most common language used by students during the class?
2. Can you mention some grammar difficulties that your students have in
Your grammar class?
3. In what way do you motive your students to study grammar?
4. What kind of techniques do you use to develop grammar skill?
5. What is the most effective?
6. Do you create your own activities besides using the ones provided by the grammar book?

7. What do you think is an effective way to teach grammar?
8. What strategies do you use to assess your students?
9. Why do you use these strategies?
10. What kind of extra materials do you assign your students in order to practice grammar at home?
11. Do you think that students invest time in practicing grammar at home?
12. Do you evidence student's interest in your class?
13. What factors do you consider affect the learning process?
14. What do you think about the teaching program provided by the English department?

The qualitative nature of the research which employs multiple data collection methods can yield descriptive, exploratory and explanatory data which can be used to generate theory on grammar teaching. The data gathered from observations, interviews, and surveys can provide insights into the issue of how and why on the nature of teacher strategies' grammar teaching and learning. Therefore, this study can fill in the gaps in investigating the impact of learning and teaching cognitions such as beliefs, attitudes, theories and assumptions on developing grammar.

X. Data analysis

In order to get general and specific information about the topic research, there were taken into account five variables. In each variable used, it is pretended to describe and verify the influence of the teaching strategies in the grammar learning process, in English students of second year morning and afternoon shift at UNAN- Managua, during second semester 2014.

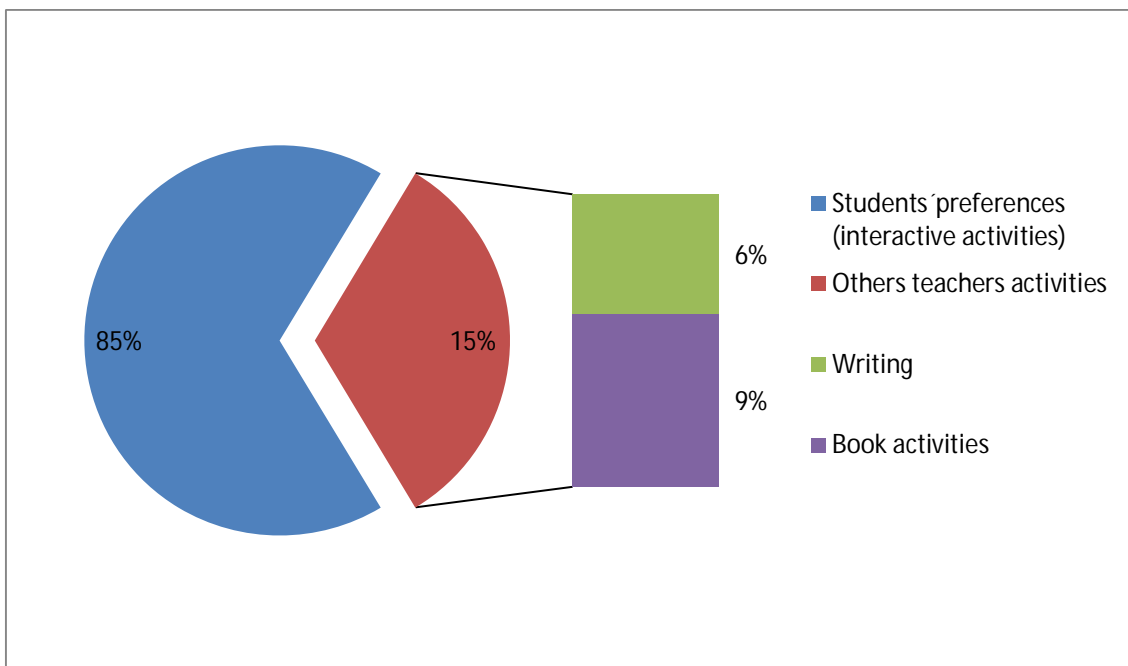
The five variables included in this study are: teaching strategies to develop grammar skill, teaching approach in the development of grammar skill, type of assessment in grammar, kind of resources used to develop grammar, main factors which affect the grammar learning on student.

In general, the qualitative perspective and according to the results, all the students considered that learning grammar is very important in the learning process of the language. Also, students argued that grammar skill is a common problem during the entire career. Besides, it is observed that not all students participate freely, because some of them are not motivated in class. So they prefer to chat, to talk between them and they do not pay attention to class activity.

In a quantitative analysis, the 23 students assumed that teacher plan the classes. Despite that, 19 students are sure that teacher use realia in class, 4 said not. While 13 students argued that the teacher needs to be more dynamic, 10 are not worry about it. From the qualitative perspective, the findings in the teaching strategies to develop grammar skill revealed, most of students consider that the teacher plans the classes on every meeting and follow a sequence for each lesson. On the other hand, although the teacher use realia to

practice grammar in class, students claim that the teacher needs to improve more strategies in an effectively and dynamically way.

Graphic 1. **Learner’s preferences vs. teaching strategies**



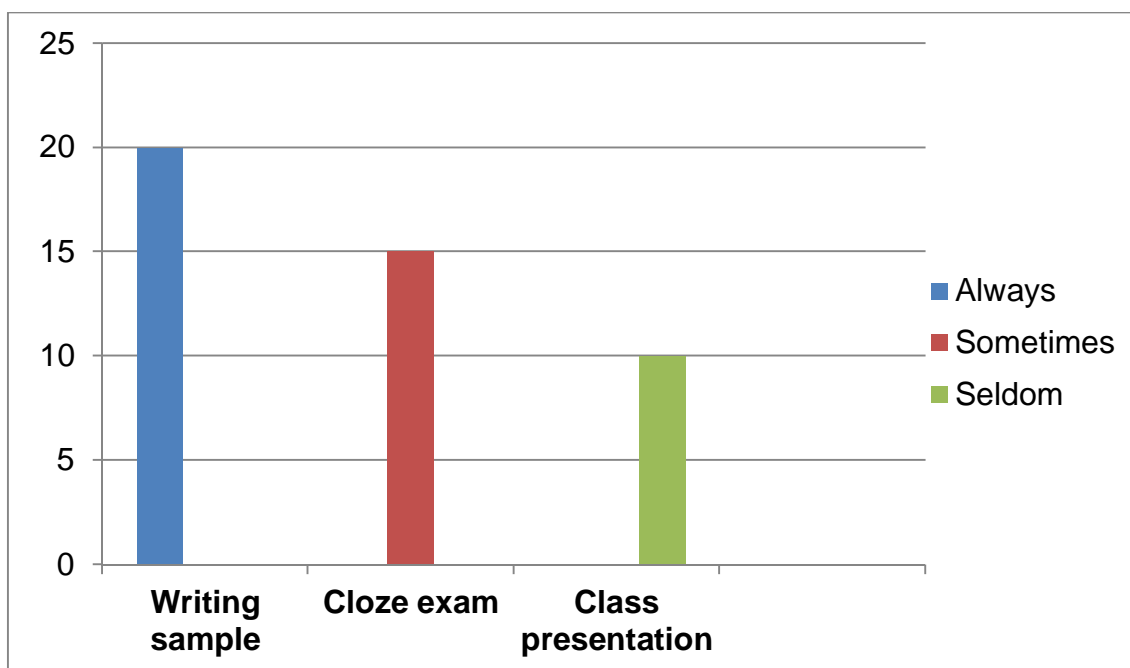
In this graphic, it is showed that 85% of students prefer more interactive activities. The results showed that the common teaching activities develop in grammar are traditional. For example: writing, book activities, questionnaires, grammatical rule’s researches. In contrast, students claim that there should be more practical and dynamic activities, such as; role plays, discussion groups, dialog and reading. Also, students referred that they need more feedback or input when they have doubts about a specific topic.

For the teaching approach in the development of grammar skill a qualitative analysis was used. According to the class observation the most common

teaching approach is the deductive. Because of, the teacher just provides the grammar rules, explanation and practice. The teacher focuses more on grammar book.

Another variable, type of assessment in grammar also played a significant role in teaching and learning grammar. According to the interview made to the grammar teacher, it is obtained that the most common way to assess the students are: class presentation, cloze exam and writing sample.

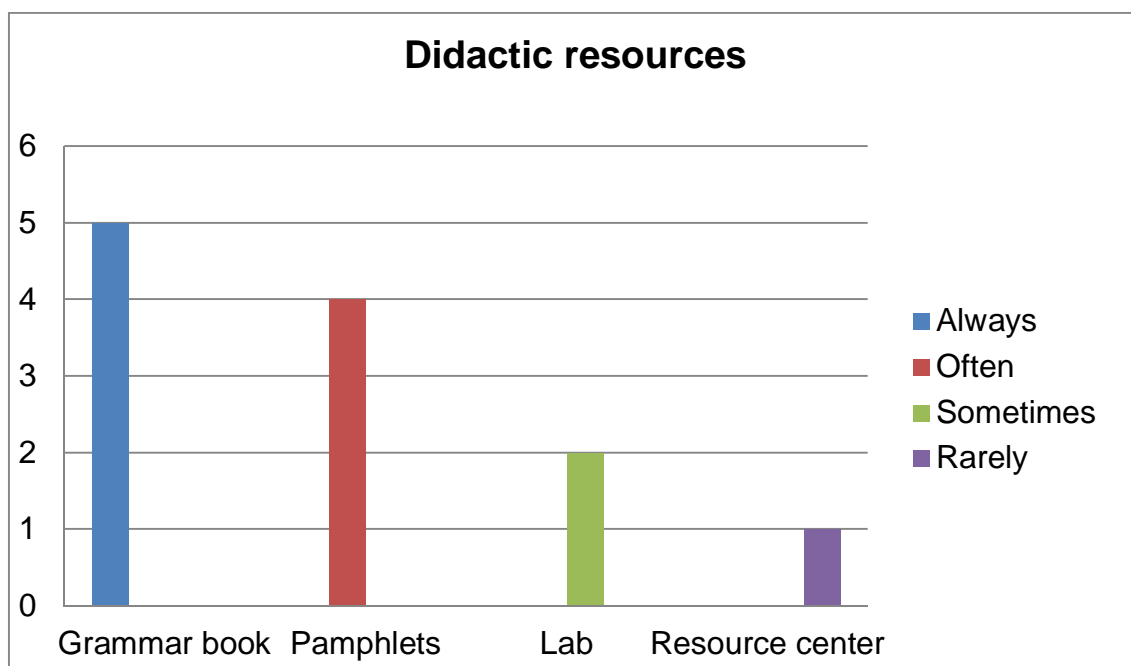
Graphic 2. Teaching's assessment.



In this graphic, it is observed that teacher need to use a variety of assessment. In order to the teaching- learning process will be practical, reliable and valid.

In the other variable kind of resources used to develop grammar, the 23 students said that the materials used are grammar's book and pamphlet. And the least used are the lab and the resource center.

Graphic 3. Didactic resources vs. student's preferences.



In a qualitative analysis, there was found that grammar book is the primary material used and following by pamphlets. Despite of students consider that the use of lab and resource center is very important, the teacher does not use them frequently. For that reason, students are aware of the fact that grammar classes are usually boring. It is necessary that the teacher uses a variety of teaching styles and use extra activities (adapted or adopted) to keep the students interested and motivated through working out tasks and grammar games.

The last variable is the main factors which affect the grammar learning on student. For a quantitative result, 9 students have problem with ability to study, 6 for reading habit and the other believe that internal problems do not affect them in the learning process. Referring to external problems, 16 are affected by managed their time and the others are affecting by the surrounding environment.

It revealed that, the internals and externals factors that affect in a huge way are: ability to study, reading habit (internals) and time, environment (externals). Although, all students assumed that grammar needs to be improved and practiced all the time, they do not have interest to exceed obstacles. In conclusion it is inferred that internals and externals factors have a negative influence in grammar learning process.

Based on the grammar program from UNAN-Managua department, it is evidenced that the grammar teacher follows the contents of grammatical units. Nevertheless, it is consider that the teacher needs to improve more strategies to get better results in grammar class.

XI. Conclusion

According to the results of the research topic, the grammar teaching strategies in the learning process, in English students of second year morning and afternoon shift at UNAN- Managua, during second semester 2014. It is concluded:

The teaching strategies have a negative effect in the development of grammar skill, in English students of second year. Moreover, the professor is not applying the most effective and appropriate strategies.

The unique approach used by teacher is the deductive – give the grammar rules, follow by examples and practice.

The teacher does not include a variety of techniques to assess the students. All the different kind of assessment work together, in order to provide a complete valid, reliable and fair picture of students' abilities.

The teacher does not use several sources in order to make a grammar lesson effective, beneficial, and interesting, which are mainly based on communicative activities.

It is inferred that the study habit (Internal factor) has a negative influence in the grammar learning process.

XII. Recommendations

Through this study, it is suggested:

- The grammar teacher needs to develop activities that relate form to meaning and use such as:
- Describe the grammar point, including form, meaning, and use, and give examples (structured input).
- Ask students to practice the grammar point in communicative drills (structured output).
- Have students to do a communicative task that provides opportunities to use the grammar point (communicative output).
- Provide more oral or written input (audiotape, reading selection) that addresses the topic (structured input).
- Use meaningful texts (authentic texts):
- Using Songs, poems and Verse in class
- Use different resources to provide a relax atmosphere and motivated students. It is necessary to use technique-resource combinations.

Moreover, the students have a responsibility to improve grammar skill. It is suggested that:

- Usually read in English to practice and reinforce grammar rules.
- When finding out an unknown word, try to define it by context not only by using the dictionary.
- Practice more writing in order to overcome the difficulties with writing technique.

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Assessing learning.