NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
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English Department

General Topic:

Strategies used in the process of teaching and learning grammar and vocabulary at Manuel Olivares Institute.

Topic:

The effective use of grammar and vocabulary strategies in the process of teaching-learning English in students of 10th grade at Manuel Olivares Institute in the morning shift. II Semester 2014.

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Dedicatory

I want to dedicate this present research to God in first place, for bringing me to this life and giving me knowledge, wisdom and the gift of teaching to others the English language.

To my parents, who brought me to this world and took care of myself till I became an adult and was able to choose and carry out with my upper studies.

To my own family, for giving me breath and a reason to carry on in life with my career to be a good professional.

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To my classmates, who supported me with any kind of piece of advice or knowledge to better understand any aspect of any matter to give the right answer at the precise moment.
I have learnt and gotten much from them, so this task is dedicated to all them.

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Abstract

Since the beginning of the implementation of the Constructivist Focus of Teaching in the early 1980's, the quality of education in an integral sense has been a struggle in all levels of education till these days.

These changes in education include the English teaching in primary and high school in all countries at all levels, reason why the educational systems everywhere demand from the English teachers to teach the four basic skills of the English language getting as main result the development of the speaking ability as success of the process, fact that has been a paradigm or something closely impossible to be gotten due to the short time, number of students per class and the attention students have to pay to other subjects.

The present mixed research is going to be carried out with the instruments of the survey and class observation mainly, since on the first observations it was obtained that the teacher was using an expository method not very suitable for her class, that´s for it was recommended the Grammar Translation Method at first to continue with Eclectic Method which should very good results by the end.

Recent studies show and state that English class in primary or high school is just another subject which main purpose is to provide the students with the basic knowledge of the new language beginning with the vocabulary and basic grammar of the language. But even so, in many schools in our country the methodology and techniques applied in the classrooms do not contribute to the development of the grammar and vocabulary learning.

That's the reason why I took the decision to focus on the effective use of strategies when teaching vocabulary and grammar in the classrooms at Manuel Olivares Institute.

Table of content.   Pag.

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I.   Introduction

Learning the English language has a high importance everywhere in the world. That is why it is a matter of study at any level of education. It is the universal language. Due to this, in our country English has become a very important subject, which has been taught traditionally in secondary school. But now it is considered a very important subject in the study plan in secondary school, and therefore, more attention is being given by the government and school authorities.

This study is focused on vocabulary and grammar teaching –learning strategies, not only because it has been observed that these are the sub skills teachers usually teach in English class, but also because through the years of experience as a student and now as a teacher I have noticed that most of the students do not even learn and use the grammar correctly.

 So, this paper is conducted to investigate the factors that are affecting the effective learning of English, mainly in the process of teaching and learning vocabulary and grammar in the 10th grade at Manuel Olivares Institute. Besides, it is intended to identify the strategies teachers and students are using during the process of learning English in the classroom.

II. Research questions

1. What strategies are the teacher and students using to develop the four skills?
2. What strategies do the students use to learn vocabulary and grammar in and out the classroom?
3. How effective is the use of strategies in the process of teaching – learning vocabulary and grammar?
4. Is the lack of teaching material affecting the learning of grammar and vocabulary?

III. Problem

Students of 10th grade at Manuel Olivares Institute in the morning shift do not develop the four skills: reading, writing, listening and speaking. The teaching approach is the traditional way, centered on grammar and vocabulary. Even so, students show deficiency in using these sub skills.

SUB PROBLEMS

- The school administration does not provide good conditions and didactic materials for the teacher and her students to teach the class.

- Students show a lack of motivation when receiving their English class.

- Students do not apply any personal strategy to learn and practice the language learned in the classroom.

- The strategies used in the classroom are not effective in learning grammar and vocabulary

IV. Theoretical framework

4a. Defining Learning Strategies:

All teaching strategieshave of great importance to develop content and able to meet the goals that we established in each class section regardless of the level if primary schools, secondary schools or university level. Everything lies in the strategies put into practice effectively to develop students learning.

According to Nisbet and Shuck smith (1986) define learning strategies simply as "The processes that underlie performance on thinking tasks." They go on to explain that "strategies are more than simple sequences or agglomerations of skills; they go beyond the "string" or routines advocated in some study manuals. They are almost always purposeful and goal-oriented, but they are perhaps not always carried out at a conscious or deliberate level. They move toward a metacognitive approach to strategy use and learning. They believe that since not all learning strategies are equal in terms of usability and ease of acquisition, there exists a hierarchy of strategies which are related to metacognition, or knowledge of one's own mental process

4b. Learning strategies taxonomy

According to the Rebecca L. Oxford book (1989) about strategies for ESL students It was found out on her lines that direct and indirect strategies must go together in class in order to get a good assessment in class. Direct strategies are mainly focused on direct methodology as pedagogical receipts, though the indirect strategies are directed towards the students themselves taking intoaccount their capacities according to level, age, sex, etc.

There are categories among the Direct Strategies that are; memorization, cognitive and compensation, that derives in the following way.

For instance; **Associating and elaborating strategy** is about relating an event with a person or thing for the place it occurred; example: one meets a person in a park and have a little talk to it, this person will be remembered by the park and place and circumstances happening at the moment.

Using Imagery is about remembe5ing anything bases on an image of something seen, read or heard, image formed in our minds to remember in the future the person or thing we want to remember.

Semantic mapping which is associating words through their derivations in the language like; conserve-conserved –conservationist. Thus this requires language knowledge. Also associating words with other words for their connection; bus-passengers, seats, driver.

Representing sounds in memory this is closely like the brainstorming in class which is to expose a word to the students and ask them to say whatever comes to their minds about that word.

Cognitive strategy: deriving its name for the fact that the student receives any message or knowledge eliciting him or her to produce a result from the knowledge given. For example, the teacher tells the student to produce a sentence with a word her or she will hear. This derives into four categories:

1. Practicing
2. Receiving and sending message.
3. Analyzing and reasoning
4. Creating structure.

Compensation strategy this kind of strategy is for advanced learners since the intelligently guessing is included in it.

Indirect strategies

Derived into three parts:

1. **Metacognitive strategies** that focuses themselves in putting an objective or goal by the students in their learning process.

 These strategies are given cognitively in the way that students are faced with a real situation to produce a result. For example; teacher exposes the title of a story, the students must prepare the story.

Teacher orients to prepare a dialogue about meeting each other. Students prepare and expose the dialogue.

"Arranging and planning your learning"

Deriving into six categories that go to the same goal.
1. Finding out about language learning.
2. Organizing
3. Setting goals and objectives
4. Identifying the purpose of a language task.
5. Planning for a language task.
6. Seeking practice opportunities.

These are given in informal conversations, reading texts, talking to others about it, speaking in class or joining a conversation club.

2. **Affective strategies**

As a whole, these strategies are best developed by those students who can control their emotions and feelings when learning a language. The teacher has a great influence on this.

This requires a good environment in class. For example: the teacher exposes a song in class and tells the students to think about what the song

is about is say it for the class. Or; teacher orients the students to individually prepare a speech about the most important event in their lives to be told for the class.

3. Social strategy

Cooperative is the main aspect of this strategy. It´s about encouraging the students to share in class with no timidity or any kind of shyness, the knowledge anyone has to others. In this way there is a social learning in the classroom not only coming from the teacher, but from all the students, too.

Having read these lines by Rebecca L. Oxford I observe that the indirect strategies are the ones that are applied in our settings as English teacher in our country because they go most deeply or directly to the students in order to make them work, think and react before different situations. This could be because we live in a developing ways country. Furthermore; these indirect techniques are more suitable for teaching listening, speaking, writing, reading, grammar and vocabulary in our classroom.

4b.1 Oxford's (1990:17) taxonomy of language learning strategies:

DIRECT STRATEGIES

I. Memory

A. Creating mental linkages
    Grouping, Associating/elaborating, contextualizing words

B. Applying images and sounds
    Imagery, Semantic Mapping, Keywords, Sounds in Memory

C. Reviewing well

Reviewing after increasingly longer intervals of time

D. Employing action

Physical response or sensation, mechanical techniques

II. Cognitive

A. Practicing

Repeating, Formally, Formulaic, Recombining, Naturalistically

B. Receiving and sending messages

getting the idea quickly, Using resources

C. Analyzing and reasoning

Deductive, Expression analyzing, Contrastively across

languages, Translating, Transferring

D. Creating structure for input and output

Taking notes, Summarizing, Highlighting

III. Compensation strategies

A. Guessing intelligently

using linguistic and other clues

B. Overcoming limitations in speaking and writing

Mother tongue, Help! Gesture, Avoidance, Topic

Selection, Approximating, Coining words, Circumlocution

4b.2 INDIRECT STRATEGIES

I. Metacognitive Strategies

A. Centering your learning

Overviewing and linking, Paying attention, Just listening

B. Arranging and planning your learning

      Meta-linguistics, Organizing, Setting goals, Identifying

      purposes, Planning for a task, Seeking times to practice

C. Evaluating your learning

      Self-monitoring, Self-evaluating

4b.3. Affective Strategies

A. Lowering your anxiety

      Relaxation/meditation, Music, Laughter

B. Encouraging yourself

      Positive statements, Wise risk-taking, Rewarding yourself

C. Taking your emotional temperature

      Body awareness, Emotion checklist, Diary, Sharing feelings

4b.4. Social Strategies

A. Asking questions

      Clarification/verification, Correction

B. Cooperating with others

      Peer support, Interaction with native speakers

C. Empathizing with others

      developing cultural understanding, Becoming aware of   others' thoughts
and feelings

4c. Listening Strategies

      As with all skills, teachers should help students talk about the listening

      strategies they are using so that they can build awareness. Once a strategy

has been introduced look for other ways for students to use it. Present a real or imaginary task and ask students how they would go about doing it.

Pre-listening

You might get ready to listen by thinking about:

- The speaker and the speaker's purpose
- Your purpose for listening: to learn specific information; to decide whether to continue listening; to understand most or the entire message, etc. What do you want to find out?
- Your knowledge/experience with the subject. Think about what you already know about the subject and predict the language and information you might expect to hear, including specific words and phrases. For ESOL, learn new vocabulary relevant to the subject that you are likely to hear.

Based on these clues, predict what you will be hearing:

- the format (how the message is organized and in what sequence)
- Key Word or phrases
- The information or opinions

Talk about the process and strategies you might use for listening effectively

- Determine the combination of strategies that will be useful in this situation
- If listening in a non-native language, think about how you would listen in your native language; clarify any cultural information that may be necessary to comprehend the message.

While-listening

While you listen you'll need to monitor your comprehension:

- Use visual clues to help you understand: the setting, the interaction, facial expressions, and gestures

- Check the accuracy of your predictions
- Decide what is and is not important to understand
- Ask for help if you do not understand
  - Ask for clarification or repetition from the speaker or ask if what you understood is correct
  - Ask additional questions to flesh out your understanding

Post-listening

after you listen these strategies might help you synthesize, interpret and evaluate what you've heard:

- See if you can paraphrase what you heard
- Consider what you heard and how it fits with what you know
- Discuss or respond to what you heard through writing, drawing, drama, etc.
- Identify facts vs. opinions, more and less important details, supported vs. unsupported ideas
- Discuss the process and strategies you used to listen – which worked well?

The characteristics of effective listening.

A good listener has to have the following features:

Use attentive body language-

Look at the speaker in the eyes

Use expressions such as mm, I see, yes, etc., to show they are paying attention.

Ask questions if they don't understand something

Try to predict what the speaker is going to say next

Note the meaning of silences.

These features are very important in order to keep a conversation, because it allows speaker to feel motivated.

And also, taking into account that motivation in many cases has to do with the teaching methodology, because of that, in the following information you will be able to see something that is essential when a teacheris teaching us listening in the classroom.

Teaching listening:

Broadly speaking, listening skills can be divided into two classifications:

- Bottom up skills
- Top down skills

Bottom up skill refers to the decoding process, the direct decoding of language into meaningful units, from sound waves to meaning.

Top down skills refers to the attribution of meaning, drawn from one's own world knowledge, to language input. In short bottom up is what the page brings to the learner and top down is what the learner brings to page .

4d. Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Structured Output Activities

Two common kinds of structured output activities are information gap and jigsaw activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Information Gap Activities

- Filling the gaps: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."
- Completing the picture.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled

in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are *role plays* and *discussions.*

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeedwith role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.

- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.

Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

4e. Grammar for High School

A Sentence-Composing Approach— The Teacher's Booklet

If the new grammar is to be brought to bear on composition, it must be brought to bear on the rhetoric of the sentence. . . . With hundreds of handbooks and rhetoric's to draw from I have never been able to work out a program for teaching the sentence as I find it in the work of contemporary writers.

—Francis Christensen, "A Generative Rhetoric of the Sentence"

* * * *

Background Information

Whenever we read a sentence and like it, we unconsciously store it away in our model-chamber; and it goes with the myriad of its fellows, to the building, brick by brick, of the eventual edifice which we call our style.

—Mark Twain

Like a building rising brick by brick, writing unfolds one sentence at a time. The quality of sentences largely determines the quality of writing. The goal of this work text is to provide sentence-composing activities to help students build better sentences. Through imitating model sentences by professional writers and

subsequently replicating in their own writing the grammatical structures those sentences contain, students can achieve that goal.

Sentence composing, an approach developed over thirty years by co-author Don Killgallon, is a unique, eminently teachable rhetoric of the sentence. Its distinguishing feature is the linking of the three strands of the English curriculum—grammar, writing, and literature—through exclusive use of literary model sentences for students to manipulate, imitate, and replicate in their own writing.

A research study was conducted (Don Killgallon,2005) at the University of Maryland about students' perceptions of the structural differences between literary sentences and nonliterary sentences. The conclusion of the study is that, although students can easily identify literary sentences, they cannot approximate the structure of those sentences in their own writing.

When students were asked to tell how sentences written by students could become more like those by professional writers, a typical response was this: "Sentences of students could become more like the professional ones if the students looked at the various types of grammatical structures used and tried to duplicate them."

Through the activities in *Grammar for High School: A Sentence-Composing Approach*, teachers will be able to teach students how to build better sentences by learning those "various types of grammatical structures" and how to "duplicate them."

A Sentence-Composing Approach

The hallmark of the approach is the integration of grammar, writing, and literature through repeated, varied, and systematic practice using only professional sentences as models for imitation. Sentence-composing practice includes four sentence manipulation activities: unscrambling, combining, imitating, expanding.

The Four Sentence-Composing Activities:

1. **UNSCRAMBLING TO IMITATE**— Given a list of scrambled sentence parts of an imitation of a model sentence; students unscramble the list to match the structure of the model. *Purpose: to break down the imitation task into manageable steps by isolating the sentence parts of the model.*

2. **COMBINING TO IMITATE**— Given a list of short sentences, students combine those sentences to match the structure of the model. *Purpose: to convert sentences into sentence parts equivalent to those in the model and thereby imitate the structure of the model.*

3. **IMITATING ALONE**— After learning how to imitate a sentence, given just a model sentence, students imitate it by using their own content but the structure of the model. *Purpose: to practice using structures found in professionally written sentences to internalize those structures for use independently.*

4. **EXPANDING**— *Given* a model sentence with a sentence part deleted at the caret mark (^), students create compatible content and structure to add. *Purpose: to practice adding structures found in professionally written sentences.*

In the development of each of the fourteen tools in this work text, the four kinds of sentence-composing activities are presented in ascending level of challenge, from most reliant on the model to least, from imitation (*unscrambling, combining, imitating alone*) to creation (*expanding*).

Why Sentence Composing Works

Sentence composing provides acrobatic training in sentence dexterity. All four sentence - composing techniques—unscrambling, combining, imitating, expanding—use literature as a school for writing with a faculty of professional writers.

Growth in sentence composing and variety stems from two processes, both taught through *Grammar for High School: A Sentence-Composing Approach*:

1. **Addition—**the ability to add structures associated with professionally written sentences;

2. **Transformation⎯**the ability to convert structures into ones associated with professionally written sentences.

For both processes, this work text provides many activities for teaching students to build better—often *much* better—sentences. Through learning, practicing, and applying the grammatical tools of professional writers, students improve their own writing*.*

Sentence composing influences the development of unique style. Authors have a signature sentence style that markedly enhances their writing. After exposure to, and imitations of, hundreds of diverse professional sentence styles, many students, with their newly acquired clear understanding of "style," will create their own distinctive style.

Imitation: The Foundation of Sentence Composing

Students often write sentences the way they speak sentences, unaware of the *difference* in conversational syntax and literary syntax. In her classic book *Errors and Expectations,* Mina P. Shaughnessy describes the problem: "Students impose the conditions of speech upon writing."

Through abundant and exclusive use of hundreds of professional model sentences, *Grammar for High School: A Sentence-Composing Approach* demonstrates how literary sentences *differ* from conversational sentences—in short, how writing differs from speaking.

Within each student is an inborn capacity to learn by imitating others—in talking or walking, in choosing clothes or grooming hair, in hitting a tennis ball or throwing a baseball, *and in composing sentences*. Imitating professional model sentences is the foundation of the sentence-composing approach to sentence improvement. It is a bridge between the conversational sentences of students and the literary sentences of authors. Through imitation, students can learn to build sentences like

J. K. Rowling, Maya Angelou, John Steinbeck, and Ernest Hemingway, Stephen King— or any author. Stylistic imitation is a perfectly honorable way to get started as a writer (and impossible to avoid, really; some sort of imitation marks each new stage of a writer's development). . . .

—Stephen King, *On Writing*

Tips for Teaching the Sentence-Composing Tools

The essential section of the work text is using the Sentence-Composing Toolbox. There, students learn, practice, imitate, and replicate in their own writing fourteen tools for building better sentences.

All fourteen tools are developed in the work text similarly. First, the tool is clearly defined and quickly characterized. Then the tool is practiced five different ways:

PRACTICE 1: MATCHING

PRACTICE 2: UNSCRAMBLING TO IMITATE

PRACTICE 3: COMBINING TO IMITATE

PRACTICE 4: IMITATING

PRACTICE 5: EXPANDING

What follows are teaching suggestions for each part of the instructional sequence for teaching any of the fourteen tools and the creative writing activities that accompany each.

Introducing the Tool

- Before teaching each tool, present visually (on a board, transparency, projected computer screen, etc.) three or four professional sentences copied from the work text containing that tool **in boldface**.
- Have the example sentences read aloud so students begin processing the vocabulary, meaning, and organization prior to analyzing the way the sentence is built (syntax).

- Tell students to read just the boldface sentence parts in each of the example sentences and to jot down several ways they are alike. (For example, opening adjectives all begin the sentence, describe the subject, and are either single words or phrases.)
- Tell students before they attempt the matching to read through all the sentences in the left column, and all the sentence parts in the right column to start a process of elimination and make logical connections.
- After (or before) the matching, have students cover the left column (sentences) and compose original sentences into which they insert the sentence parts from the right column. A variation: cover the right column (sentence parts) and compose original sentence parts to insert into the sentences in the left column. The sentence parts should be in the form of the current target tool: for example, appositive phrase, or delayed adjective, adverb clause, etc.
- Review the places where the tool can occur in a sentence by locating the carets in each of the sentences in the left column. Use these terms: *opener, S-V split, closer*.
- From a novel the class studies, have students located five sentences that illustrate the target tool and underline it.
- Using their located sentences, have students in partners construct matching exercises like the ones in the work text, and then exchange them with other partnerships to do the matching.
- To help students see the correspondence between the sentence parts in the model and those in the scrambled list, have students, before they unscramble the parts, go through the model, one sentence part at a time, and locate the equivalent sentence part in the scrambled list.
- Once students have successfully unscrambled the list to produce an imitation of the model sentence, have them write their own imitations, one sentence part at a time.
- A variation is to limit all students to imitating the parts in segments: just the first sentence part (and then go around the class to hear results), then the

22

second sentence part (and then hear the results from everyone), etc. This process reinforces understanding of the sentence parts of the model and facilitates imitating that model.

- This practice is more challenging than unscrambling because students are not given the form of the desired sentence parts. Instead, they must convert the sentences into the form of the desired sentence parts: for example, appositive phrase, infinitive phrase, adjective clause, adverb clause, or whatever grammatical tool is the focus.

- Have students convert each sentence, one sentence at a time, into the equivalent sentence part in the model. For example, the first sentence becomes the first sentence part of the model. The second sentence becomes the second sentence part of the model, and so forth. This segmented sentence combining reinforces understanding of the structure of the model and simplifies imitating that model.

- To simplify imitating the model sentence, have students first divide the model into sentence parts, and then imitate one part at a time.

- To monitor the activity, have students recite just the first sentence part of their imitations of the model so that you and classmates can hear the structure of that sentence part. Continue this recitation for each of the remaining sentence parts. The effect of this activity is that students whose parts don't match the model become easily aware of the discrepancy and can revise.

- Have students count off by 3's (1-2-3, 1-2-3, and so forth). The number they say is the model they imitate. After students finish their imitations, have the sentences read aloud while the class guesses what model was imitated. Assign a paragraph on a personal experience (sports victory, sickness, embarrassing moment, act of courage or kindness, etc.). As students narrate the experience, they should "bury" imitations of the three o the sentences. Tell them that all of the sentences in the paragraph—not just the three imitations—should be high quality.

- Success means no one can guess what three sentences were imitations of the models because all of the sentences—not just the imitations—are written well.
- Challenge students to add parts of various lengths. For example, students in row one compose short additions; in row two, medium additions; in row three, long additions, etc. Next round, change the lengths assigned to the rows: students in row one compose medium additions; row two, long additions; row three, short additions. And so forth. A variation: have individual students compose three additions for the *same sentence*: one short, one medium, one long. To make the task even more challenging, have students put different content in each of the three additions.
- For practice in adding parallel structure, have students add two or more of the same kind of tool at the caret mark. For example, if the target tool is the participial phrase, have students add two or three, not just one, to illustrate quickly and clearly the meaning of "parallel structure."

This theory has close relationship with the process observed at Olivares Institute in the classrooms A and B of Accounting in the morning shift, in the sense that the professor applied many of the techniques mentioned here in like the *Sentence Composing Strategy* which explains that the teacher presents a structure to the class for the students to compose new sentences or join them to create a complete paragraph or reading – fact that was observed in professor Lanzas's class. She used to write and expose a grammatical structure in class, in Present Simple for example, explained for the students its meaning and usage in Spanish and then in the English language explained to the students to write new sentences parting from the one shown.

She also used to write parts of a sentence on the board for the students to join the parts into a complete and correct sentence, this is the Sentence Composing Toolbox shown above. However there are many strategies and recommendations

very useful that were given to the teacher taken from this paper that were not taken into account, maybe because of the short time the teacher had for every class.

4f.Effective Strategies for Teaching Vocabulary

Because vocabulary knowledge is critical to reading comprehension, it is important that those working with young readers help foster their development of a large "word bank" and effective vocabulary learning strategies. There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that adults can employ with readers of any age.

Explicit Vocabulary Instruction

a. Pre-teaching Vocabulary Words

One of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. Adults (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the adult to not only tell the child (ren) what the word means, but also to discuss its meaning. This allows the child (ren) to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the child (ren) understands the word. After pre-teaching vocabulary words, the child(ren) should read the text.

b. Repeated Exposure to Words

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Adults often forget a person (especially a child) needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and

spoken form helps children solidify their understanding of it.

c. Keyword Method

Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the adult teaches him a "word clue" to help him understand it. This "word clue" or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience.

d. Word Maps

The word map is an excellent method for scaffolding a child's vocabulary learning. Like the other explicit instructional methods, the adult (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understandings of words. This strategy is best used with children in grades 3-12.

e. Root Analysis

While root analysis is taught explicitly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a "core" root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As

each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her understand the word's definition. Children should then be given practice analyzing words to determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings.

f. Restructuring Reading Materials

This strategy is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily. A portion of the difficult words can be replaced with "easier" synonyms to help the reader understand the overall text. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily "look up" the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

Implicit Vocabulary Instruction

a. Incidental Learning

Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text we are able to determine its meaning. While you may not know what a specific word means, many times you can determine its meaning based on what the rest of the sentence focuses on. Adults should model this sort of incidental vocabulary learning for children to help them develop their own skills.

b. Context Skills

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of "clues" about the meanings of words. Other words in a

sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as "context clues" because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words. Adult modeling and practice are key for helping children develop this important reading skill.

V. Historical Background

Manuel Olivares Institute

The National Institute for Administration and Economy Manuel Olivares Rodríguez was founded in 1948 under the name of **Technical School of Managua** teaching typing and accounting as main career working with these careers until the middle 60's when it changed location to a large chain of houses in Monseñor Lezcano Neighborhood, Managua. The school had acquired academic privilege and quality over the years demanding, therefore, larger and better facilities including a bigger building. That is why for order of President Rene Schick Gutierrez (R I P – 1967) in 1970 began the construction of a very big and large building situated in the surroundings of the Old Managua in Las Brisas finishing the works in the middle 1972.

The school installations were ready but it didn't begin to work that season because the school year was going on with normality in its old establishment. However a terrible earthquake was going to happen in the late December of the same year.

In 1973 the government in turn decided to utilize the new building for the very same purpose it was planned and registrations began in February of the same year. A new name was determined for it; **National School of Commerce** beginning that year with a registration of about 1,400 students in the morning shift only and opening two new careers **Executive Secretarial, General Administration and Public Accounting.** That curriculum consisted of the whole high school including the career chosen in it. Students arrived early in the morning, left for home at noon and came back at 1 O'clock till 3 pm to continue their preparation.

History tells us that in the registrations of the year 1975, a boy student called **Manuel Olivares Rodríguez** was registered for the Public Accounting Career to

begin from 1ˢᵗ Year in classroom B for that year. He was 16 years of age.

Time passed by and Manuel always showed to be an excellent and outstanding student but in complete disagreement with the government and dictatorship of Anastasio Somoza, reason why he joined the Sandinista Guerrilla in 1977 at the age of 19. During his stay at that school he wasn't only known for being a brilliant student, but for being a member of the **FER** (Federation of Revolutionary Students) fact for which he was a target subject for the National Guard of Somoza's.

Olivares participated in many campaigns for the Sandinistas and even he had several gun battles against the Guard. In October of 1978 Olivares and many other members of a Sandinista column had a fire fight in Las Palmas, Managua being defeated all of them in that place. Manuel Olivares had died at the age of 20 that day. He was in 4ᵗʰ year of accounting at two years to finish his technical career.

The school year continued with certain calm and normality till the outbreak of the 1979 war that overthrown Anastasio Somoza, the guard and his dictatorship. The school year had being interrupted for the war renewing classes again in the early 1980. Thus, this time acquiring the school the name of **Manuel Olivares Rodriguez.**

Being part of the SINAFORP (National System of Professional Formation).

With the loss of the General Elections of 1990 the SINAFORP lost its name acquiring the name of INATEC (Technological National Institute) which persists today under the title of NATIONAL TECNOLOGIC. Having the school a new name but persisting the Manuel Olivares's name in it.

The new name is:

NATIONAL TECNOLOGIC FOR COMMERCE AND SERVICE

MANUEL OLIVARES RODRÍGUEZ

VI. Justification

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With the technological development English has become a very useful tool in any job position required today, knowing English is essential to get a job today inside or outside the country, for that reason English has become a very important language which is being taught in the different levels of the education system.

Our country has had meaningful advance in the teaching of English as a foreign language, but it isalso known that in our schools English is a subject which does not have the same attention given to the other subjects, mainly in public schools. Based on the knowledge students bring when they come to the university, It is perceived that students are exposed to grammar and vocabulary teaching in secondary school.

Although English teachers locate themselves in the center of the process of learning this language, the learner takes also an important role to play in his/ her learning. But, apart from the main actors in this process, there are still other factors that influence the quality of teaching and learning another language.

So, the purpose of this research is to find out what factors are affecting the development of the four skills in the process of learning English, what strategies the teacher and students are using in the classroom.
It is focused mainly on the process of teaching and learning grammar and vocabulary to students of tenth grade at Manuel Olivares Institute.

Finally, this research intent to contribute a little to the improvement of the use of strategies students and teachers are using, to get together a fruitful learning of the English language**.**

VII. Objectives:

General Objective

- To analyze the influence of the use of strategies on the effective process of teaching – learning grammar and vocabulary in students of tenth year at Manuel Olivares Institute.

SpecificObjectives

- To identify the teaching- learning strategies applied in the classroom to practice the four skills.
- To find out what strategies the sample students use for learning vocabulary and grammar skills.
- To analyze the effectiveness of the use of the strategies in the learning and teaching process of vocabulary and grammar.
- To contribute to the improvement of teaching grammar and vocabulary at Manuel Olivares Institute by providing data that could be used by teachers and students.

VIII. Methodological Design

This research was conducted following the mixed approach which is based on the quantitative and qualitative analysis. This method allows to get the required information to find out the effectiveness of the strategies teacher and students are using in the process of learning English, focused on grammar and vocabulary in the students of tenthyear "A of accounting at Manuel Olivares Rodriguez Institute.

-Populationand Sample-

The universe was composed by a total population registered in 10th grade. **Thesample** students was 25 out of 50 students who are in tenth grade according to the levels of secondary school, but they are considered first grade students of accounting because this Institute offers other special subjects which provide students a specialty in different fields.

-Techniquesfor data collection.

In the process of gathering information three instruments were used: a survey, direct observation and a questionnaire for the teacher.

The **survey** was applied to the students to know about the strategies they are using by themselves and the ones they use in class.

The **direct observation**, which is a more reliable source of evidence about the teacher and students performance in the process of teaching and learning English in this context- It was done during 8 weeks, observing two sessions per week.

And the third instrument is a questionnaire for the teacher to complete the information from the main elements involved in this process of teaching and learning English in this 10th grade at Manuel Olivares Institute.

SYSTEM OF VARIABLES

Objective specific	Variable	Sub. Variable	Indicators	Instruments
To identify the teaching –learning strategies applied in the classroom to practice the four skills and the sub-skills of grammar and vocabulary	Teaching-learning strategies	- Listening	- main ideas - details - point of view - understand from context - synthesize information -	
		- Speaking	- Interact with peers. - Picture descriptions - discussions - Role plays - Interviews.	Interview
		- Reading	- Skimming. - Scanning - Recognize the main idea. - Confirm content. - Draw conclusions. - Predict	Survey Observation Guide
		- Writing	- Note-taking - Complete a Conversation - Summarize - Organize ideas - Comparison and contrast. -	
		- Grammar and vocabulary	- Writing the structure - Doing communicative activities - Using the structure in real life situations. - Practicing the structure in dialogue, descriptions, etc. - Filling gaps - Re-ordering words in sentences - Rewriting sentences in different tenses - mime action and gestures - keyword method - word maps - translation - repeat the word - selecting words - guessing meanings - realia - contrast - Using pictures, cards, etc. - using the dictionary - explanation - Finding authentic texts -	
			- Complete the text - Choosing forms - True -false sentences - Writing the structure - Using the structure in real life	Interview Survey

|			situation. - Selecting appropriate contexts - Finding authentic texts - Selecting topics - Using conversation - Repetition drills-individual or choral - Translation - Correction techniques - Re-ordering words in sentences - Filling gaps	Observation Guide
To determine what strategies students and use when learning vocabulary and grammar.	Students strategies	- Grammar - Vocabulary	- mime action and gestures - keyword method - word maps - using translation - identifying - selecting words - guessing meanings - realia - contrast - using pictures, cards, etc.	
To analyze the effectiveness of the strategies in the teaching learning process of vocabulary and grammar.	Effectiveness of the strategies used to develop vocabulary and grammar	- Level of Effectiveness of the strategies in the teaching learning process of vocabulary and grammar	- A lot - A little - Nothing…….	Interview Survey Observation Guide

IX. Analysis and interpretation of results.

This research presents the data analysis following the results of the questions according to the variables which are related to the objectives. The first variable focuses on gathering information about the teaching-learning strategies students are using to practice the four macro skills and the sub-skills of grammar and vocabulary. The second is aimed to students with the purpose of identifying the strategies they use by themselves, and if they are using the same ones learnt in the class or other. And, the third variable is conducted to verify the effectiveness of the use of these strategies in the process of teaching- learning grammar and vocabulary. The analysis of this information gathers the results of the three instrument applied in this research. Therefore, the different points of view are mixed to give an objective analysis.

Teaching- learning strategies in the classroom

1. How do you usually practice English in the classroom?

| Item	Number of Students	Percentage
Individually	9	36%
In pairs	7	28%
In groups	13	52%
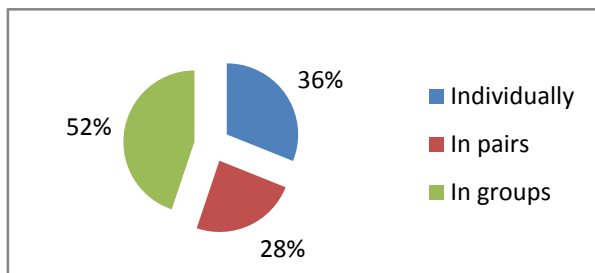
The purpose of this question is to know the way English is practiced inside the classroom and how the organization of the students to do the activities

contribute to the development of English. The majority (52%) of the students said they practice English in class in groups. During the observation it was confirmed that they work mostly in groups and pairs, but it does not mean that they were using the target language, because they spoke Spanish while doing the activities.

2. Do you do activities in the classroom to practice the four skills in English? (Listening, speaking, reading and writing)

| Item	Number of Students	Percentage
Yes	12	48%
No	7	28%
Sometimes	6	24%
Total	25	100%
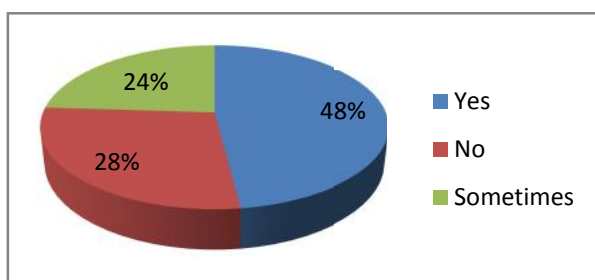
From this result it was found that 48% of the students express they practice the four macro skills, but the rest said no or sometimes. This difference can be interpreted as if students are not sure that the activities they do in the classroom include practice to develop the four skills. Based on the observation this could be reasonable because students were asked to work in pairs, reading aloud a paragraph, having an informal oral conversation and sometimes completing a paragraph from sentences the teacher dictated.

So, they probable did not know what skill they were practicing with the different activities.

3. Which skill do you practice the most in class?

Item	Number of Students	Percentage
Reading	9	36%
Writing	7	28%
Listening	3	12%
Speaking	10	40%
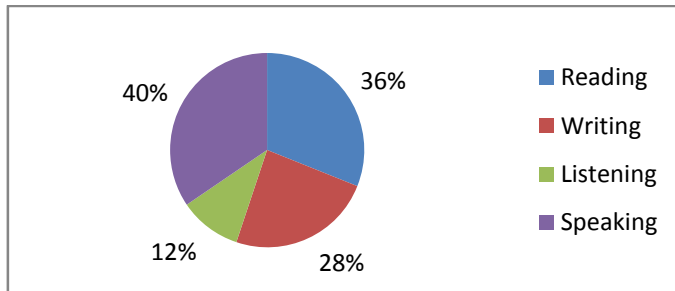
According to the result gotten it was observed that the students consider that the most practiced activities in class are speaking and reading skills, since, these are represented by the highest percentages. The teacher also expressed that she includes the four skills in her lesson plan. Comparing these results with the ones based on the period of observation, it was found that there are some differences on the results. Most of the activities the teacher did in the classroom were focused on practicing grammar and reading aloud, and occasionally some dialogues. Listening is the least practiced skill, as it is stated by the similarity of answers gathered by the different instrument applied. One of the reason, according to the teacher´ answer, is that she does not have a tape recorder or audio CD to play some listening to her students, and she does not like to do it with her voice either, because she says "it is not the same"

4. Which listening and speaking activities do you do to practice English in class?

| item	Number of students	percentage
Listening to a dialogue to complete sentences	19	76%
Practicing a conversation with a classmate	15	60%
Listening and singing a song in class	19	76%
Watching movies or videos	9	36%
Class discussions	11	25%
Using mime and gesture to practice	6	24%
Description of picture orally and written	12	48%
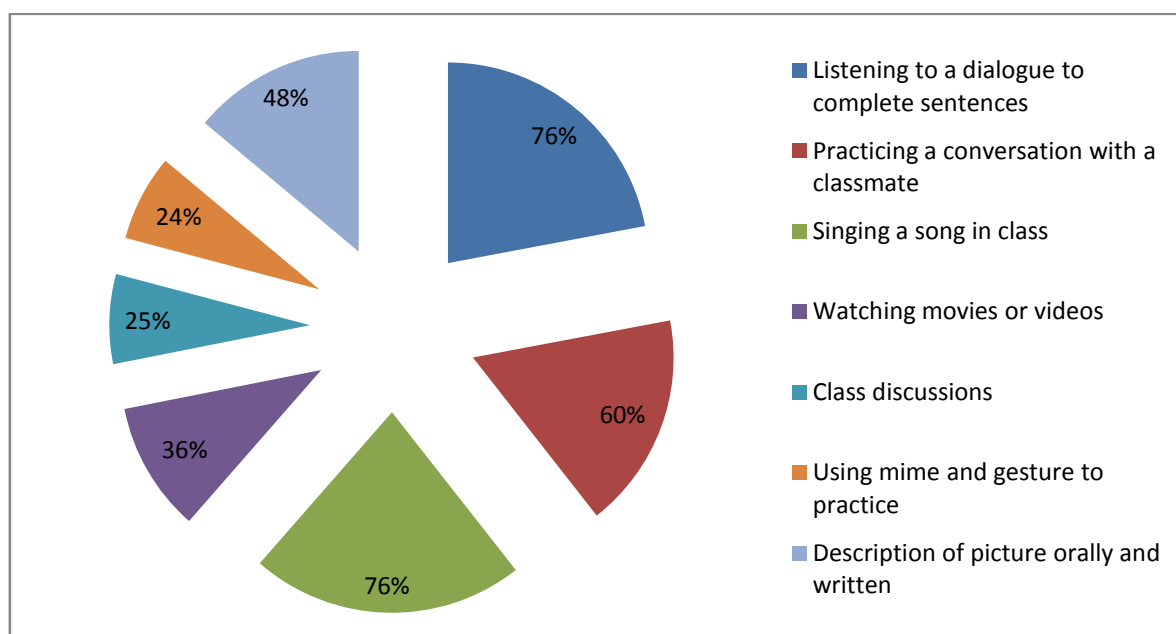
As mentioned before the listening skill was not practiced in the teacher´s class due to the lack of means to do it. However, in this chart students gave a higher percentage to the listening activities, compared to the speaking ones. This is a relevant contradiction to the question before. Even the teacher managed herself to do something about it, she only oriented to sing a song and practice a conversation. The result of the observation also contradict students answers, because it was observed that the teacher brought a song to the class just two times, and this did not have any task to practice the language, it was just for

relaxing the students. So, it can be inferred that students are not aware of what they are doing in the classroom. It seems to be they are not clear about the purpose of each activity, or what skill they are really developing with it.

5. Whichreading and writing activities do you do to practice in English class?

Item	Number of students	Percentage
Writing sentences and paragraphs	15	60%
Reading and summarizing texts	15	60%
Writing short compositions	9	36%
Identifying main ideas	0	0%
Predicting before reading	0	0%
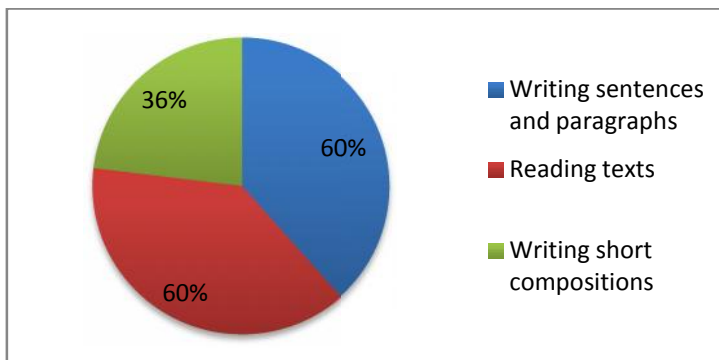
Respect to the reading and writing strategies, the results present that the strategies more frequently used are writing sentences and paragraphs (60%) and reading texts with another 60 %. Although It is clear that most of the activities are focused on writing and reading, the observation results reflect that the tasks in class were centered on copying from the board grammar and vocabulary exercises. The activities to reinforce the new topic were more about writing sentences or completing some written tasks. It was perceived that even these activities were monotonous students were accustomed to do them. The teacher expressed that students' performance in these activities is quite good. The assessment results respect to this area are in general good.

6. Which of the following strategies does the teacher use to teach and practice grammar in the classroom?

| Item	Number of students	percentage
Writing the structure and doing written exercises	14	56%
Using the structure in real life situations	5	20%
Practicing the structure in dialogues, descriptions,etc	4	16%
Rewriting sentences in different tenses	0	0%
translation	10	40%
Repetition drills	5	20%
Completing sentences	0	0%
Using communicative activities	6	24%
Finding authentic texts	0	0%
explanation	15	60%
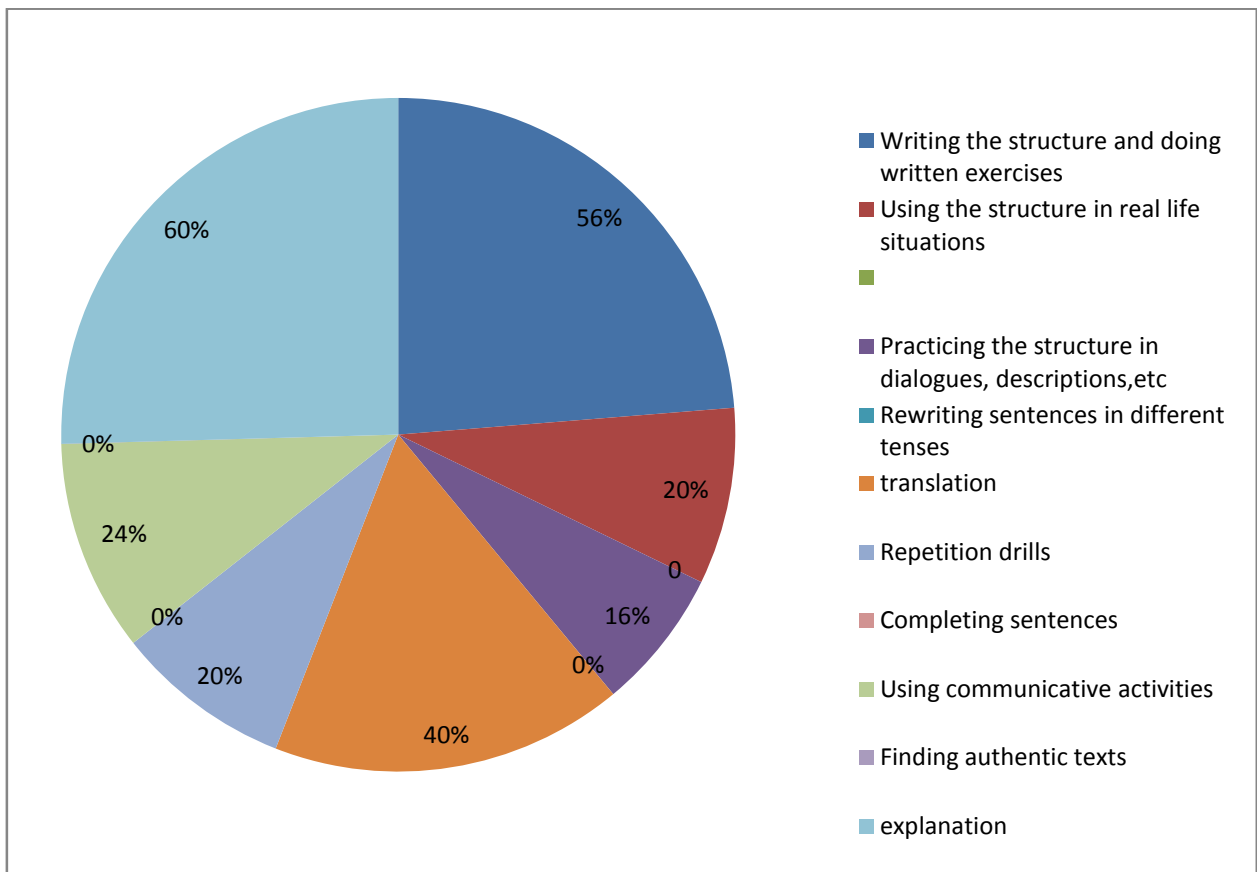
The perception of students in relation to the strategies the teacher use in the classroom is that most of what the teacher does is based on **explanationof the grammarstructure**, **writing sentences** and **doing written exercises**, and **translation.**Good results were found in the students' proficiency applying these techniques in the long run of about one month of application. Students began to write short but good sentences on their own. It was observed the teacher used the same strategies the students checked, except that she sometimes assigned the students to complete sentences with the structure of the lesson. In contrast, the teacher expressed that the strategies she usually uses to teach grammar in her class are **communicative activities**, **finding authentic texts, rewriting sentences in different tenses.**

STRATEGIES STUDENTS USE TO LEARN GRAMMAR AND VOCABULARY

7. Which of the strategies do you usually use to practice grammar by yourself?

Item	Number of students	percentage
Writing the structure and doing written exercises	16	64%
Using the structure in real life situations	10	40%
Practicing the structure in dialogues, descriptions,etc	4	16%
Rewriting sentences in different tenses	0	0%
Translation	8	32%
Repetition drills	8	32%
Completing sentences	0	0%

Legend:
- Writing the structure and doing written exercises
- Using the structure in real life situations
- Practicing the structure in dialogues, descriptions ,etc
- Rewriting sentences in different tenses
- Translation
- Repetition drills
- Completing sentences
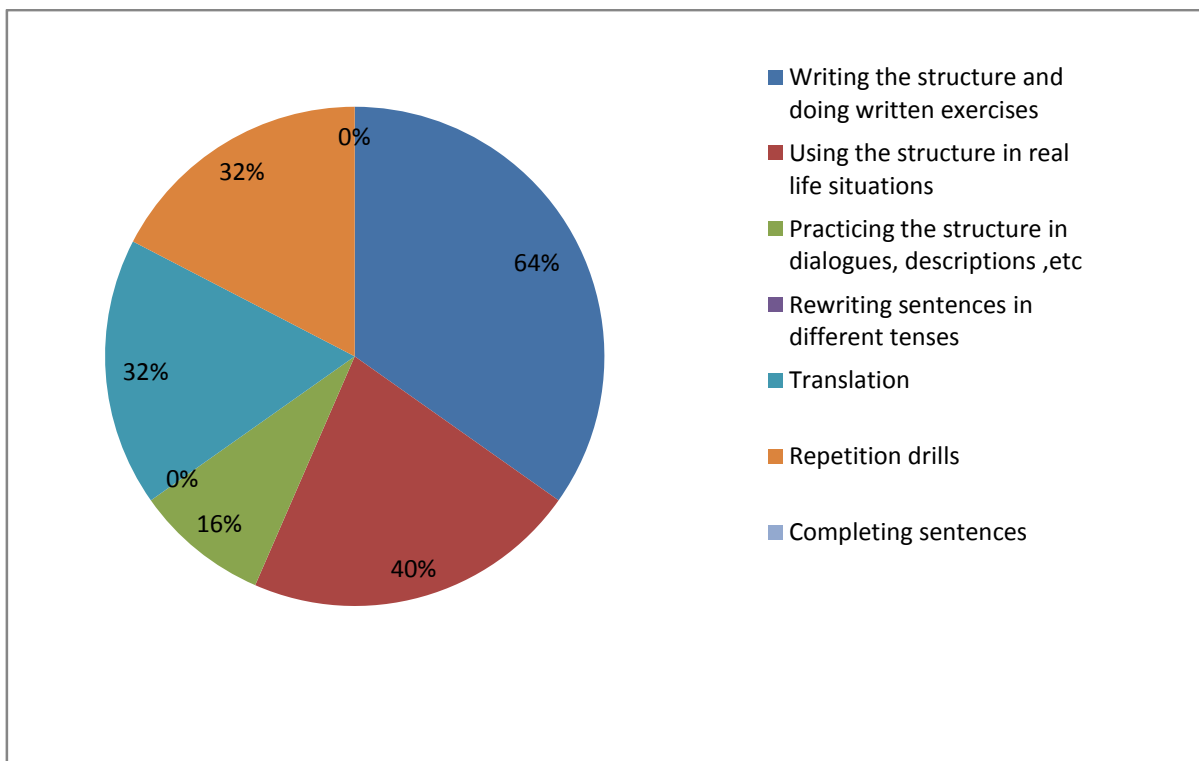
The highest percentage of these questions reflects clear evidence that learners are using by themselves some common strategies they have learnt by in the class. This finding also support the analysis of the results of the previous questions which present similarities about the strategies used in the classroom.

The fact that students said that the way they practice grammar by themselves is **writing the structureand doing written e**x**ercise**s, followed by **repetition drills** and **translation**show clearly the effects of the classroom teaching which, in turn, is reflected in students learning. Students are reproducing the methods learnt in the classroom. Although it is surprising that the second high percentage shows that learners **practice thestructur**e **in real life situations**, it was observed they occasionally practiced this strategy to learn grammar in the classroom. Therefore, it can be concluded that these learners are just following the strategies they are exposed to in the class. The teacher tried to apply practical exercises for her students including sometimes some communicative activities, but emphasizing on grammar practice through writing sentences, fillingthe gaps and rewriting

sentences in different tenses. Most of the exercises are done on the board and students copy on their notebooks and do them individually or pairs.

8. Is it important to learn new vocabulary in English class? Why?

Item	Number of Students	Percentage
Yes	19	76%
No	4	16%
Sometimes	5	20%
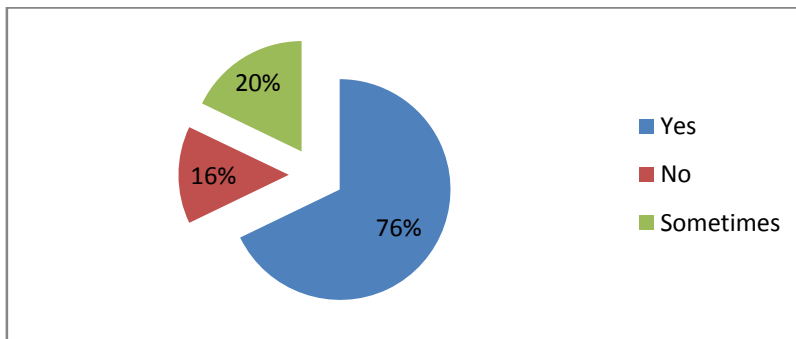
As it is expressed in the chart, the students like and feel the need for more vocabulary in their English class. They express that learning vocabulary is very important to be able to talk and understand different topics.This motivation for learning vocabulary was observed during the lessons when the new topic had a lot of vocabulary. The teacher said that students improved their discipline and began to show better results and performance in the class when they were motivated by the type of vocabulary.

9. How much vocabulary have you learnt in this course?

Item	Number of Students	Percentage
Little	8	32%
Some	2	8%
Enough	5	20%
A lot	7	28%
No answer	3	12%%
Total	22	100%
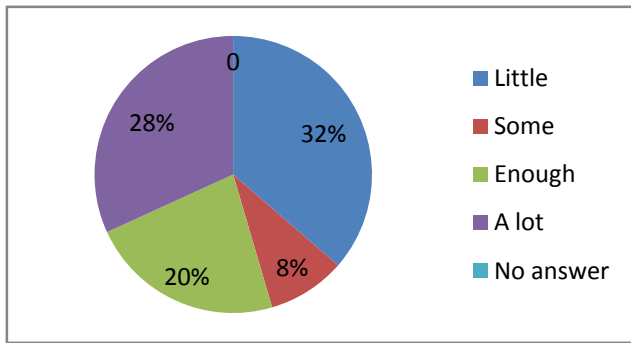
The results of this questions show some contradictions. On one hand 32% of the students said they have learnt a little vocabulary, but the 28 % express they have learnt a lot. It seems that students were not aware of their answer, so this data does not provide reliable information to define the percentage of vocabulary learnt in this group. On the other hand, another contradiction is related to the previous question, when most of them like learning vocabulary, but, at the same time they are not satisfied with the teaching of vocabulary in the English class. Therefore, it is difficult for the observer to verify which students are really given objective answers when a half hasn´t learnt anything while the other half has learnt something. This is a pedagogical phenomenon that occurs at all levels in any kind of teaching.

10. What strategies do you use to learn the meaning of new words by yourself?

Item	Number of Students	Percentage
Ask a classmate	7	28%
Ask the teacher the meaning of the word	11	44%
Use a dictionary	11	44%
Repeat the meaning of words over and over again	8	32%
Memorizethem	10	40%
Write sentences with the new word	11	44%
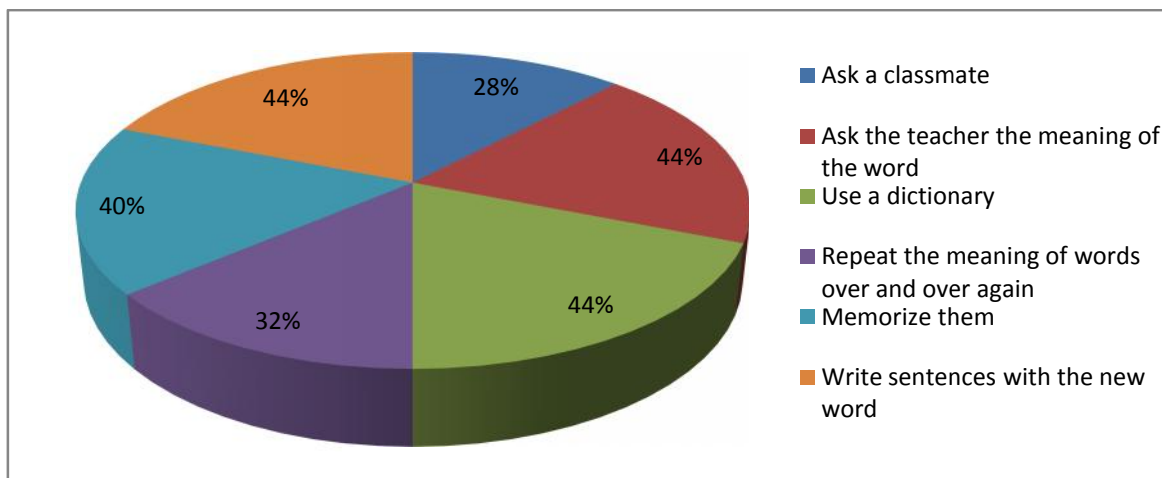
In relation to the strategies learners use by their own, the higher percentages are for using a dictionary, asking the teacher the new words and memorizing the words. On one hand, this reflects, one more time, that students are reproducing the strategies they usually practice in the classroom. But on the other hand it can be interpreted that these are the common and easiest strategies that language learners use in differentcontexts to learn vocabulary. Besides, if they use these strategies is another evidence of their interested in learning vocabulary not only in class, but also outside it.

11. What strategies does the teacher use to teach vocabulary?

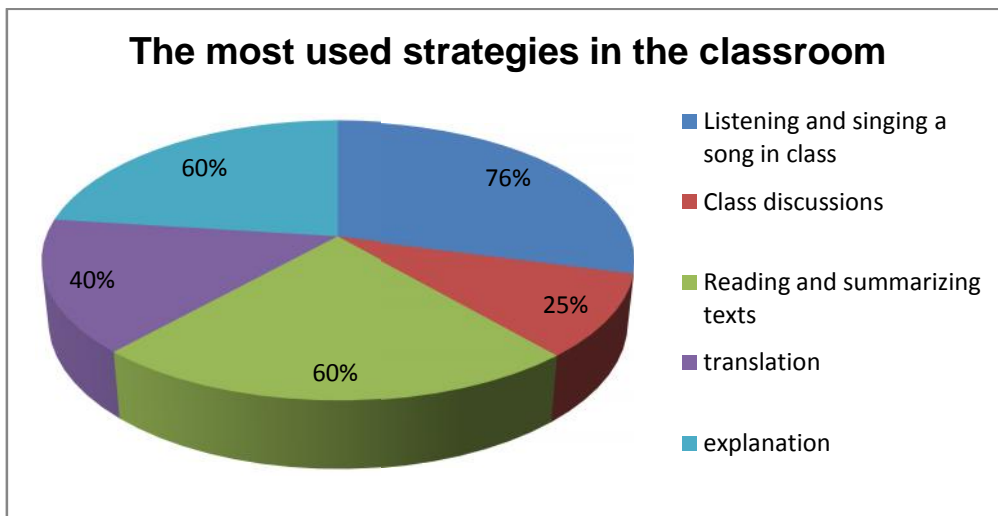| Item	Number of Students	Percentage
Writes vocabulary lists on the board and translate them	17	68%
Asks the students to repeat the words she shows	9	36%
Asks the students to translate difficult words for them	9	36%
Uses pictures or flash cards to give the meaning	5	20%
Uses realia, brings objects to the class to explain the meaning	7	28%
Orients to use the dictionary	12	48%
Word maps	0	0%
Selecting words	0	0%
Contrasting words	0	0%
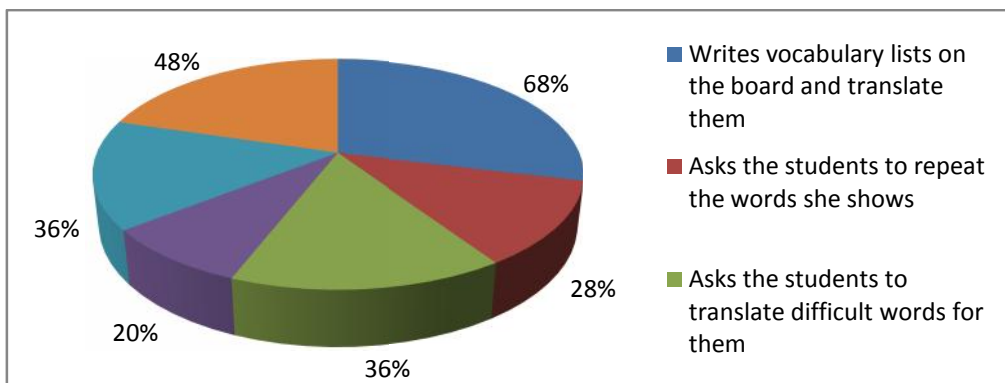
The purpose of this question is to find out what strategies the teacher is using to teach vocabulary to have effective learning of the new words. The highest percentages were for **writing vocabulary lists on the board, translating into English, using the dictionary, repeating the words and** a little percentage was for **realia**. These findings confirm that this teacher like most of the English teachers in our country is still using the traditional method. In other words, the deductive method, which is based on rules, explanation of the structure and some practice on it. The direct observation shows agreement on the students answer, because the results are quite similar The asked students to use a dictionary and repeat the words for pronunciation purpose. It was observed that teacher pronounce each word with the correct pronunciation.

EFFECTIVENESS OF THE STRATEGIES USED IN TEACHING GRAMMAR AND VOCABULARY.

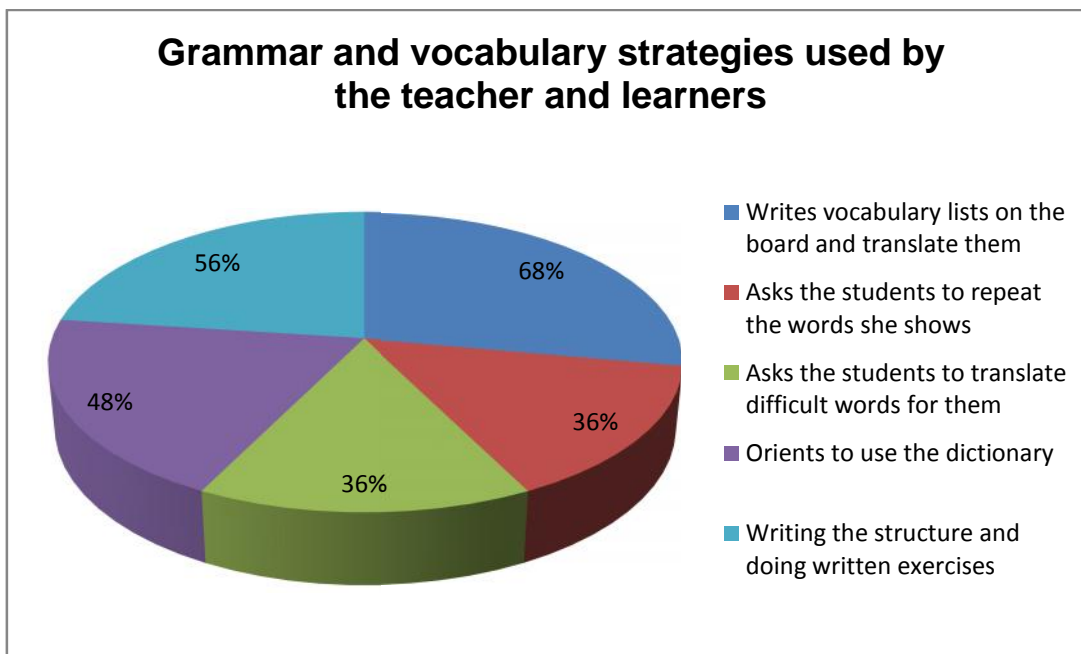The measurement of the level of effectiveness of the use of the strategies in the teaching-learning of English in the classroom was done through getting the most used strategies and asking students to which extend these strategies had helped them in the process of learning the language. Another parameter was to know if the students are applying these strategies by themselves and how effective they are as independent learners.

The first graphic shows the most used strategies in the classroom. The students'
perception is that even the teacher sometimes uses these strategies, they are not
learning the four English skills. Most of them said that they have some practice in
the classroom but not enough to speak English or be able to use the other skills.
Although the teacher said she uses more than these strategies, the observation
results show that just some of them were used in class.

Graph 1

Graph 2

Grammar and vocabulary strategies used by the teacher and learners

■	Writes vocabulary lists on the board and translate them
■	Asks the students to repeat the words she shows
■	Asks the students to translate difficult words for them
■	Orients to use the dictionary
■	Writing the structure and doing written exercises

68%
36%
36%
48%
56%

The second graphic illustrates the most used strategies the teacher and learners to practice vocabulary and grammar. This results are based on the students answer but are confirmed with the teacher' opinion and the findings of the observation.

It can be said that the use of these strategies are effective in some way, for example, the fact that students are using by themselves. But, they did not express how much these techniques help them to learn vocabulary and grammar outside the classroom effectively. The observation shows that they were accustomed to follow these activities in the classroom.

X. Conclusion

After having analyzed the information gathered through the different instruments applied for this research, it can be concluded the following:

- Even the majority of students said they practice the four skills, it was verified through the data obtained from the other instruments that there is not nor teaching neither practice of the four macro skills in English class.

- The activities done to practice speaking and listening are mostly listening to a song, peer conversations, but, students did not follow the instructions and spoke Spanish while working in groups.

- The reading and writing activities done in class are writing sentences and reading aloud. Although there is a high percent for making summaries, but according to the observer notes, the teacher asked learner to read aloud only.

- The vocabulary strategies used by the teacher are translating into Spanish, writing vocabulary lists on the board, using the dictionary, repeating words and occasionally realia. It was observed that students do not have difficulties in learning vocabulary through the use of these techniques.

- The most used grammar strategies in class are writing the structure of the new grammar topic, written exercises, repetition drills and translation.

- The teacher is using the traditional method of teaching English,which is based on the deductive method. It means grammar rules, doing different   written exercises to practice grammar. Although the teaching of English in our country is centered on grammar and vocabulary, there is not an effective use of variety

of strategies to have a meaningful teaching and therefore learning of grammar and vocabulary.

- The teacher does not have any didactic material to teach the different skills. The didactic resource she usually uses is the board, markers and occasionallysome handout. Therefore, students do not have any book or other material so, they have to copy from the board almost all the time.

- Students are producing the way they are learning, it means, they are using by themselves the same strategies they learn in the classroom. There was a little difference between the strategies students used by themselves and the ones taught in the classroom.

- The teacher seems not to be interested in applying a variety of strategies to integrate the four skills and make her classes more dynamic. The reason she gave for this statement is that the students should be more disciplined.

XI. Recommendations

Based on the conclusion, it is recommended the following:

1. To include activities to practice the four skills. Design appropriate activities according to the number of students and their characteristics.

2. Try pair and group work to practice some simple speaking activities such as: describing pictures, guided conversations, practice dialogues, role plays, interview, and others which are considered suitable to be applied in this context.

3. Include more reading comprehension, not just reading aloud the texts. Make general comprehension questions about the reading. Apply guessing meaning of words by the context of the reading.

4. In listening, the teacher should read the texts or the conversations by herself to expose students to oral comprehension. It is true that the best way to practice listening is using a tape recorder and listening to native speakers. But, the lack of this tool should not limit the practice of listening, as the teacher argued in her answer.

5. Respect to grammar, it is recommended to use different strategies, such as communicative grammar, filling gaps, complete sentences, using the structure in real situations, etc. It was noticed that students felt bored doing the same strategies applied by the teacher all the time.

6. Although the teacher uses a lot of strategies to teach vocabulary, they are focused on translating and repeating the words, it is advisable to wide the repertoire of vocabulary teaching and learning. The easiest techniques to be used in the classroom are: realia, pictures, flashcards, gestures and

mimes, using the context in reading, word maps, synonyms and antonyms.

7. For the teacher, it is recommended to motivate students with interesting material and new techniques. To give students confidence to talk in English, to encourage them to participate, even with simple answers. Not to be afraid of using new things or about the indiscipline when trying them.

8. To manage as much as possible to get better control of the discipline in her class in order to get better results in the English language from her students.

9. To continue applying the Eclectic Method at the beginning of the class preferably, to follow with the strategies and techniques that require exposure to the English language.

XII. References

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XIII. Annexes

FACULTY OF EDUCATION AND LANGUAGE
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APPLIED RESEARCH

INSTRUMENTS
OBSERVATIONGUIDE

This observation is intended to get information on "Methodological strategies" applied in the classroom tothe development of Grammar and Vocabulary in the tent grade 10[th]Manuel Olivares in 2014.

Parameters	yes	No	Observation
English lesson			
Reading and writing strategies			
Gives the instructions clearly			
Group Domain			
Using listening and speaking strategies			
Feedback			
Warm-up			
Monitor the class			
Revision task			
Presentation and explanation of content			
Use Didactic material, such as: tape recorder, pictures,etc.			
Techniques for teaching vocabulary assessment			

Suggestions:

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TEACHER´S INTERVIEW

General Information

Do you have a bachelor´s degree or PEM diploma as an English teacher?

How long have you been teaching English?

1. Do you think that the number of students influence the quality of the English learning? How?

2. Do you have pedagogical support from the institution?

3. What didactic material do you use to teach English in your class?

4. How important is for you the use of didactic material in teaching English?

5. How do you assess your students?

6. Do you practice the four skills in the classroom?

7. Which activities do you do for your students to practice listening and speaking in English class?

Listening to a dialogue to complete sentences _____

Practicing a conversation with a classmate _____

singing a song in class _____

Watching movies or videos _____

Using mime or gesture to practice _____

Description of pictures orally and written _____

8. How does the students' behavior influence the teaching-learning of the four macro skills in English?

9. What strategies do you use to teach grammar in English class?

Through communicative activities _____   Filling gaps _____

Writing the structure and doing written exercises _____ Translation _____

Using the structure in real life situations _____   Explanation _____

Practicing the structure in dialogues, descriptions, etc._____

Rewriting sentences in different tenses ____   completing sentences _____

Using communicative activities _____   finding authentic texts _____

9. What strategies do you use to teach vocabulary in English class?

Writes vocabulary lists on the board and translate them _____

Uses realia, brings objects to the class to explain the meaning _____

 Word maps _____

 use pictures or flash cards to give the meaning _____

Use objects of the class to explain the meaning _____

Orient to use the dictionary _____

Ask the students to repeat the words she shows _____

Students 'survey

The purpose of this questionnaire is to obtain information about the teaching and learning strategies the teacher and students are using in the classroom.

General Information

Age: _____   grade: _____   shift:_____ school:_____

1. How do you usually practice English in the classroom?

   a. individually _____
   b. in pairs_____
   c. in groups _____

2. Do you do activities in the classroom to practice the four skills in English? (Listening, speaking, reading and writing)

        Yes_____   No_____   sometimes ____

3. Which skill do you practice the most in class?

Reading _____   Writing _____   Listening _____   Speaking _____

4. Which listening and speaking activities do you do to practice in English class?

Listening to a dialogue to complete sentences _____

Practicing a conversation with a classmate ____

Listening and singing a song in class _____   watching movies or videos ____

Class discussions _____   using mime and gesture to practice _____

Description of picture orally and written _____

5. Whichreading and writing activities do you do to practice in English class?

Writing sentences and paragraphs _____

Reading and summarizing texts _____   Predicting before reading _____

Writing short compositions _____   identifying main ideas _____

6. Which of the following strategies does the teacher use to teach and practice grammar in the classroom?

Writing the structure and doing written exercises _____   Repetition drills _____

Using the structure in real life situations _____   completing sentences _____

Practicing the structure in dialogues, descriptions, etc. _____

Rewriting sentences in different tenses _____   explanation _____

 Using communicative activities _____

Translation _____   Finding authentic texts _____

7. Which of the strategies do you usually use to practice grammar by yourself?

Writing the structure and doing written exercises _____   Repetition drills _____

Using the structure in real life situations _____   Completing sentences _____

 Practicing the structure in dialogues, descriptions, etc. _____

Rewriting sentences in different tenses _____   Translation _____

8. Is it important to learn new vocabulary in English class? Why?

Yes _____   No _____   Sometimes _____

9. How much vocabulary have you learnt in this course?

Little _____   Some _____   Enough _____   A lot _____

10. What strategies do you use to learn the meaning of new words by yourself?

Ask a classmate _____   Ask the teacher the meaning of the word _____

Use a dictionary _____   Repeat the meaning of words over and over again _____

Memorize them _____   Write sentences with the new word _____

11.What strategies does the teacher use to teach vocabulary?

Writes vocabulary lists on the board and translate them _____

Asks the students to repeat the words she shows _____

Asks the students to translate difficult words for them _____

Uses pictures or flash cards to give the meaning _____

Uses realia, brings objects to the class to explain the meaning _____

Orients to use the dictionary _____   Contrasting words_____

Word maps _____   Selecting words _____

12. How often does the teacher assign tasks to practice grammar and vocabulary?

Always _____   Sometimes _____   Rarely _____   Never _____

13. When the teacher explains her class do you understand her message by guessing the meaning of some words from what she says?

Yes _____   No _____

14. Do you understand when the teacher speaks English?

Always _____   Usually _____   Seldom _____   Never _____

15. Do you do your English homework?

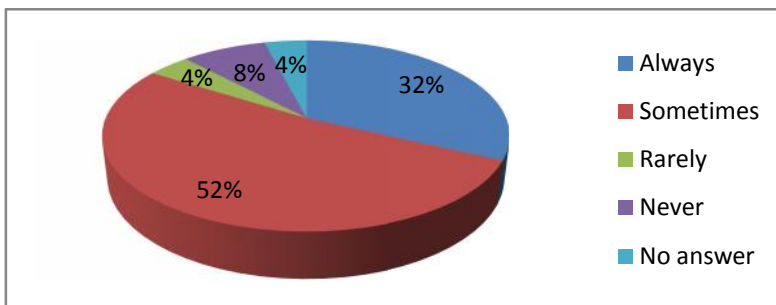Always _____   Usually _____   Sometimes _____

16. It is easy for you to make sentences grammatically correct?

Yes _____   No _____   Sometimes _____   Never _____

Graphs 1-2

How often does the teacher assign tasks to practice grammar and vocabulary?

Item	Number of Students	Percentage
Always	8	32%
Sometimes	13	52%
Rarely	1	4%
Never	2	8%
No answer	1	4%
Total	25	100%

When the teacher explains her class do you understand her message by guessing the meaning of some words from what she says?
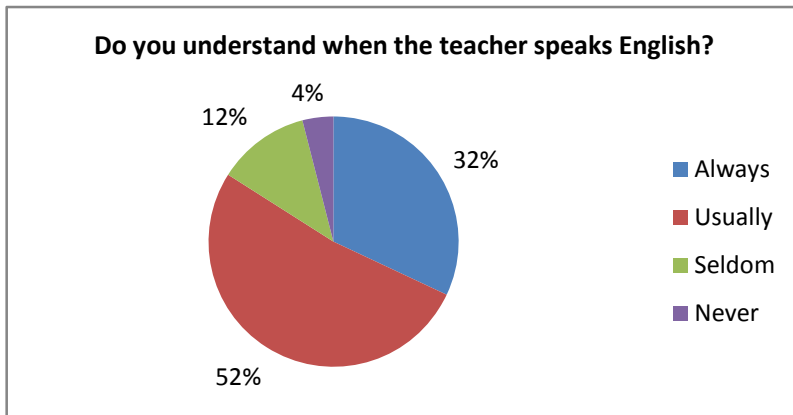
Item	Number of students	Percentage
Yes	18	72%
No	6	24%
No answer	1	4%
total	25	100%
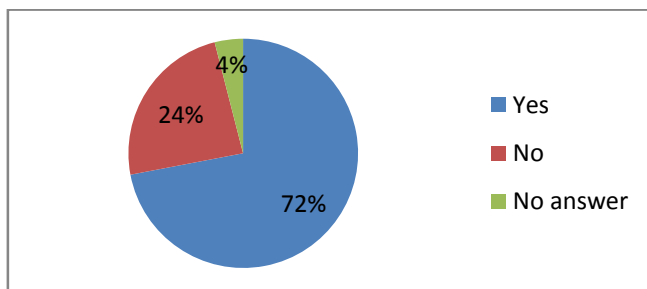
Graphs 3-4

Do you understand when the teacher speaks English?

Items	Number of Students	Percentage
Always	8	32%
Usually	13	52%
Seldom	3	12%
Never	1	4%
Total	25	100%

Do you do your English homework?

Items	Number of Students	Percentage
Always	17	68%
Usually	4	16%
Sometimes	4	16%
Total	25	100%
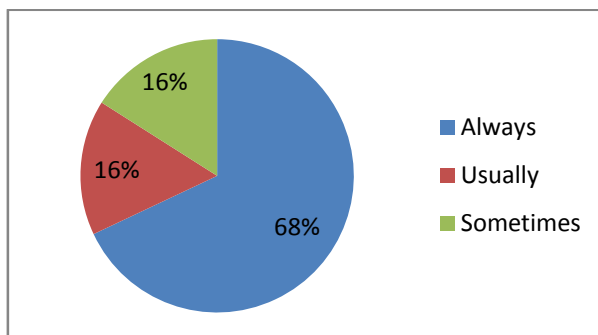
Graph 5

It is easy for you to make sentences grammatically correct?

Item	Number of Students	Percentage
Yes	11	44%
No	3	12%
Sometimes	11	44%
Never	0	0%
Total	25	100%