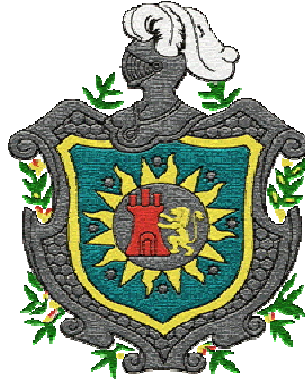# UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
(UNAN – MANAGUA)
RUBEN DARÍO CAMPUS
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE DEPARTMENT

THEME: The use of teaching grammar techniques by the English teacher of the 5th years "A" and "B" at Juan XXIII secondary school disables a successful teaching of English in the teaching-learning process of English as a foreign language.

AUTHORS: Fresch Antonio Ruiz Flores
Rogelio Enrique Ruiz Carballo

TUTOR: Specialist Julio César Arévalo Reyes

Research submitted in partial fulfillment of the requirements for a B.A. Degree in Teaching English as a foreign language.

MANAGUA, DECEMBER 9TH, 2007

DEDICATORY

I want to dedicate my effort given to this work to our God who has given me health, wisdom, faith and the opportunity of accomplish succeed in this work.

I do specially dedicate this work to my parents who has always been next to me for advices and support in everything.

I am very grateful to my wife who has always supported me , especially in hard moment throughout my career.

My final dedication goes to my sister who also helps me whenever I need.

Fresch Antonio Ruiz Flores.

Definitely, Jesus Christ helps me throughout this research work. He gives me life, faith, wisdom, patience, strength, lots of kind of blessings which encourage me to succeed also in this research task. "I am very grateful for His help"

I thank God for my mother who always gives me the best of her support. I would have never made this dream come true without her help too.

Rogelio Enrique Ruiz Carballo.

ACKNOWLEDGEMENT

First of all, I want to thank "our Lord Jesus Christ". He has been with us all the time.

I want to thank Sugey Sequeira Sanchez for always being by side.

I want to thank all the English Teachers of the English Department that through these years provided me with their knowledge and help me when I need it.

I would like to give special thanks my tutor Julio Arévalo Reyes who has shared his knowledge to make me a professional.

Finally, but not least especial thanks Luz Marina Balmaceda, Alina Giusto and Cristobal Mercado. Their suggestions were very useful to build up our research work.

Fresch Antonio Ruiz Flores.

Special thanks Professor Julio Arévalo Reyes for his excellent guidance in our research paper.

Very special thanks all of the English Teachers from the English Department. They did a good job teaching me throughout five years to be now a great professional.

Rogelio Enrique Ruiz Carballo.

INTRODUCTION

In the teaching-learning process of English as a foreign language, there are four skills such as speaking, writing, listening and reading, which are developed through Strategies, Methods and Techniques.

We focused on teaching techniques specifically for grammar, which is the gist of the English language body and the mean to achieve performance of all English four skills.

Our research work analysis the inappropriate use of techniques for teaching grammar identifies types of techniques and analysis how these are used. Also, it determines types of didactic materials used in each technique by the teacher. In additions, it finds out the teacher professional development through constant training during last five years. Finally, we gave didactic material, as a suggestion, to the teacher to enrich his techniques repertoire.

The reasons above led us to develop our research at Juan XXIII Secondary School in San Marcos City, Carazo. Here we dealt with the English teacher of the fifth years "A" and "B" who carries many years of experience teaching English as a foreign language. So, we expected to find a variety of techniques he uses for teaching grammar everyday in the classroom. Such facts encouraged us to carry out a research including two fifth years from which we took a sample and with which we would get satisfactory findings and results.

Once it was considered such facts, we proceeded to apply instruments such as; observation, questionnaire and interviews in order to compile relevant data as to different types of teaching techniques that the teacher uses in the teaching process.

Our research work is quantitative designed according to the type of study we done which are exploratory and explicative. So, we are introducing an unknown, new and a little studied issue which look for an explanation of the causes and reasons that cause the

problem to be researched. Also, this research work lets carry out new researches in the four English skills.

Throughout Seminary of Graduation, we dealt with several methodological steps giving the best of us to present a successful research work at the end of the course.

PROBLEM

The inappropriate use of techniques for teaching grammar by the English teacher of the fifth years "A" and "B" at Juan XXIII secondary school makes difficult the teaching-learning process of English as a foreign language.

SUB PROBLEMS

- The inappropriate use of techniques by the teacher for teaching grammar.
- Lack of teaching grammar techniques training.
- Unsuitable didactic material to perform techniques.

TOPIC

The use of teaching grammar techniques by the English teacher of the fifth years "A" and "B" at Juan XXIII secondary school disables a successful teaching of English in the teaching-learning process of English as a foreign language.

HYPOTHESES

The inappropriate use of techniques, didactic material, and training for teaching grammar disables the English teacher to succeed in the teaching of English as a foreign language.

THEORIES

LANGUAGE

It is an own system of verbal or gestual communication of a human community.

GRAMMAR

Grammar may be roughly defined as the way a lenguaje manipulates and combines words (or bits of words) in order to form longer units of meaning.

CONCEPT OF STRATEGY

The strategy concept is object of many definitions which indicates that a strategy does not exist an accepted definition universally is characterized not only by the detailed representation of a sequence of actions but also by a particular quality of these actions which we are raising it is a latent disquisition in bibliography specialized between a substantive consideration of the strategy like a set of ordered operations although with a character more or less flexible front to a consideration that we could denominate inherent objective to certain forms to act. Said of a simpler way, between the term of "strategy" and the one of "strategic behavior".

TEACHING METHOD

The education method is a plan of action, or set decisions, that in first instance the professor takes, with respect to the organization of the materials and to the activities which they set out the students, to facilitate to them to arrive at a goal.

DEFINITION OF TECHNIQUE.

Set of practical knowledge or procedures to obtain result. It requires of manual and intellectual skill, and generally with the use of tools. The techniques they transmit of generation in generation. The technique is born in the imagination and soon they take to concretion, always of empirical form. However the technology it arises from scientific, reflective form and with the help of the technique (from the historical point of view).

DIFFERENCE BETWEEN STRATEGY AND TECHNIQUE

Techniques are sets of practical knowledge or procedures to obtaing result while strategies are guide of actions or ideas that should be followed to reach a result

ENGLISH LANGUAGE

English is so widely spoken, it has often been referred to as a "global language", the *lingua franca* of the modern era. It is, by international treaty, the official language for aerial and maritime communications, as well as one of the official languages of the European Union, the United Nations, and most international athletic organisations, including the International Olympic Committee.

ENGLISH GRAMMAR

It is a body of rules specifying how meanings are created in English.

TEACHING GRAMMAR

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well.

Many people including language teacher, hear the word "grammar"and think of a fixed set of word forms and rules of usage. They associate "good "grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad"or "no"grammar with the language used in everyday conversation or used by speakers of nonprestige forms.

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored , disaffected students who can pruduce correct forms on ecercises and tests, but consistently make errors when they tray to use the language in context. Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know. The communicative competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more

efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language.

Instructors using this model teach students the grammar they need to know to accomplish defined communication tasks.

THE PLACE OF GRAMMAR IN LANGUAGE TEACHING

Theres is no doubt that a knowledge –implicit or explicit –of grammatical rules is essencial for the mastery of a language: you cannot use words unless you know how they should be put together.

In "natural learning "-such as the learning of a first language by a child –the amount of time and motivation devoted to learning is so great that there is no necessity for conscious planning of the learning process: sooner or later the material is absorbed.

This means preparing a programme of study –a syllabus- so that bits of the total corpus of knowledge are presented one after the other for gradual , systematic acquisition , rather than all that once. And it also means preparing and organized, balanced plan of classroom of teaching learning procedures through which the learners will be enabled to spend some of their time concentrating on mastering one or more of the components of the target language on their way to acquiring it as a whole. These components may be things like spelling or pronunciation or vocabulary –or grammar.

Grammar, then, may finish basis for a set of classroom activities during which it becomes temporally the main learning objective. But the key word here is temporally. The learning of grammar should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole , not as oan end in itself. Thus , although at an early stage we may ask our students to learn a certain structure through exercise that concentrate on virtually meaningless manipulation of language , we should quickly progress to activities that use it meaningfully.

Over Grammar Instruction

Adult students appreciate and benefit from direct instruction that allows them to apply critical thinking skills to language learning. Instructors can take advantage of this by

providing explanations that give students a descriptive understanding (declarative knowledge) of each point of grammar.

Each 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.

Relevance of Grammar Instruction

In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. Instructors therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete.

Compare the traditional model and the communicative competence model for teaching the English past tense:

Traditional: grammar for grammar's sake.

Teach the regular -ed form with its two pronunciation variants.

Teach the doubling rule for verbs that end in d (for example, wed-wedded).

Hand out a list of irregular verbs that students must memorize.

Do pattern practice drills for –ed.

Do substitution drills for irregular verbs.

Communicative competence: grammar for communication's sake.

Distribute two short narratives about recent experiences or events, each one to half of the class.

Teach the regular -ed form, using verbs that occur in the texts as examples.

Teach the pronunciation and doubling rules if those forms occur in the texts.

Teach the irregular verbs that occur in the texts.

Students read the narratives, ask questions about points they don't understand.

Students work in pairs in which one member has read Story A and the other Story B. Students interview one another; using the information from the interview, they then write up or orally repeat the story they have not read.

Error Correction

At all proficiency levels, learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts. In responding to student communication, 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. Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context.

When students are doing structured output activities that focus on development of new language skills, use error correction to guide them.

Example: Student (in class): I buy a new car yesterday.

Teacher: You bought a new car yesterday. Remember, the past tense of buy is bought.

When students are engaged in communicative activities, correct errors only if they interfere with comprehensibility. Respond using correct

forms, but without stressing them.

Example: Student (greeting teacher) : I buy a new car yesterday!

Teacher: You bought a new car? That's exciting! What kind?

They are in his application to the education of English a technology because his methods and procedures lead to the most effective assimilation of the Language.

The strategy concept is object of many definitions which indicates that no an accepted definition exists universally. Thus in agreement with different authors, appear definitions such as:

• "joint of relations between internal and external environment of

company "

• "a set of objectives and policies to obtain ample objectives"

• "the dialectic one of the company with its surroundings (Ansoff 1976)"

• "a form to conquer the market"

• "the declaration of the form in which the objectives will be to be reached,

being subordinated to such and in the measurement in which they help to be reached "

• "the best form to insert the organization to its surroundings"

TEACHING TECHNIQUE

Teaching techniques are many and can vary of extraordinary way according to the discipline the circumstances the objectives that are had in Vista. It is precise that they are not possible to be spoken in terms of old techniques or new old fashioned or present. All of them are been worth since they can be applied of active way causing the exercise of the reflection and of the spirit I criticize of the student the validity of the technique is based then in the way in the spirit who impregnates it when is used it.

TYPE OF TEACHING TECHNIQUES AND DEFINITIONS

Definition Clues Teaching Technique
A fun and motivational strategy for helping students
In the learning (memorization) process of new vocabulary words

To help students learn the meaning of new vocabulary words you can use a teaching technique known as definition clues. The process works as follows.

Step 1- Students must be told the meaning of all vocabulary words to "plant" the word meaning into their memory. This can be done by simply siscussing word meaning with the students or having them look up the words in the dictionary as a previous homework assignment.

Step 2- Afer passing out paper (or using our reading key vocabulary building worksheet), students are then given either an example of the word – a synonym – or the actual word definition. For instance, if the new vocabulary word was "accelerate" –the teacher could say the following definition clues:

"Cars do this going 0 to 60 miles per hour."

"This is also something a rocket does when blasting off from the launching pad."

For the students, this becomes riddle that is highly motivativational and challenge them to think what is actually happening with the definition clue and to then transfer it to the word meanings . if possible, the teacher should give several definition clues for the same word, pausing 10 or 15 seconds between each definition clue.

Step 3 –Afer giving several definition clues and waiting at least 30 seconds, the teacher can then give the students the actual word meaning or synobym to help students that could not locate the correct answer from the definition clues. So in the case of the word "accelerate" –the teacher would then say – "This also means the same as "steadily increasing the speed of an object " –"Going faster and faster and faster."

Step 4 – It is recommended that the teacher then tells the students the word or asks a student to say the word. This enables students who do not know the correct word to then use their "phonics skills" to identify and write the correct word. This enables students who do not know the definition of the word to collocate the correct word and further learn the correct word definition.

TELLING STORIES
Teacher-Generated Stories.

Everyone loves a story, including ESL students. Stories are used in contemporary ESL matirials to promote communication and exprision in the classrooom. A dialogue reflecting some versions of a "story" is central to audio –lingual ,and Rassians(1983) has

demostrated very graphically the value of the teachers as a good storytellers in foreign language teaching.Serial-Types Stories containing the structures of the lesson can be found in texts such as Pranimskas(1973), among numerous others.

Storytelling is one of this extremely versatile techniques,and once you get the hang of it can be a convenient and natural grammar teaching tool.You may even find that it is the technique that holds students¨atention best,as well as the one they enjoy most.

Grammar points can be contextualized and stories that are absorbing and just plain fun if they are selected with the interest of the class in mind,are told with a high degree of energy, and involve the students.Students can help,create stories and impersonate characters in them.

Students will certainly appreciate and responde to your efforts to include them in the storytelling process, but they will also,we have found,enjoy learning about you through your stories.Adult-school students are particularly interested in their teacher;anecdotes about you,your family,or your friends,as long as they are relevant and used in moderation, can be very effective.

Stories should last from one to five minutes, and the more exaggerated and bizarre they are more likely student will remenber the teaching points they illustrated.Let us now consider some stories that have used in adult ESL classes to teach various grammar points.

Modals

Many teachers find modals auxiliaries and perfect modal diffucult to teach.They are very problematic for most students as well because unlike other verbs in English,modals act almost like sentential operators.That is,they in part a quality of probability,obligation,etc.to the entitle sentence.Therefore,to communicate the funtion and meaning of a modal of perfect modal,lessons must be richly contextulized with a variaty of examples.Storytelling,of course,is perfectly suited to the task.To teach *must*, you might tell a story about one of your students, Jose:

> "Usually he is a very good student who pays close attention in class.However, today
> he is gazing out the window with a silly grin on his face.When i call on him,he only

sighs.When i walk by his chair, i see Jose + Maria with littles hearts written all over his notebook.What can we conclude? "

Here let the class volunteers.Then continues:

"Obviuosly, Jose must be in love."

Write the sentences on the board, and then tell another story which will elicit the inferencial use of *must*. When you have two sentences on the board with which to work, draw students´attention to the salient points.

Student Generated Stories

Our students are marvelous storytellers as well as excellent listeners, and this ability can be used to good advantage.For exampel,for communicative practise of the simple past,Randal Burge[a] has his students complate the following with a story:

"Last night i got locked out of my house because..."

This exercise can be oral or written. Students love to use their imagination and often can create very interesting stories.

True stories can also be very exciting. An ocasion for structured, communicative practise,of the past perfect could be provided by asking students to tell their partners or the class about five things they had never done before they came to the United States. For example:

"Before i came to the United States, i had never eaten a humburger."

Telling each other how they spent national holidays provides an opportunity for students to use the simple present. Telling about next weekend´s plans will elicite the future. Conditional use of perfect modals can be practised by discussing what students could have done if they had wanted to or whom they could have(or should have) married. Such past unreal conditionals are appreciate for discussing what would have happened if they had done so. One effective procedure is for the teacher to model a story first and then to direct students to their stories to their partners. Students usually find the teacher´s stories almost as interesting as their own, modeling the activity seems to break the ice. It also gives

students an opportunity to hear the grammatical structure in context once more before they produced.

Modified cloze

A short anectode or story from which the structure under consideration is omitted can be used for focused practise of a particular gramatical structures. For example, the following story about Nasrudin provides students with a opportunity to practise the correct use of definite and indefinite articles. Omit the underlined articles, and number each blank in the story for discussion and correction purposes.

Nasrudin

Once upon a time there was <u>a</u> carpenter who had so much work to do that he decided he needed <u>an</u> assistance. He put <u>an</u> advertisement in <u>the</u> paper, and soon somenone came to apply for <u>the</u> job. <u>The</u> carpenter was surprised and dissapointed when <u>a</u> strange, weak-looking man named Nasrudin appeared at <u>the</u> door...

DRAMATIC ACTIVITIES AND ROLEPLAY

Roleplaying

Another dramatic activity with which we are all familiar is roleplaying. According to Rosensweig(1974), "roleplaying is the dramatization of a real-life situation in which the students assume roles. It...presents the students with a problem,but instead of reaching a group consensus in solving it, the students act out their solution" (p.41). Rosenweig argues that correctly chosen roleplaying scenes expose students to the types of situations their are must likely to encouter inside and outside of the classroom. Feedback from the teacher provides them with the linguistic and cultural awerness needed to funtion in such situation, thus inproving their self-confident and ability to communicate effectively. It is an excellent to communicative practise of structure sensitive to social factors.

The general procedure he suggests is first to hand out the problem to the students and answer questions. Next, introduce and explain the vocabulary and structure necessary for the task. And the follwing session, divide students into groups, in which they discusse and practise how they are going to do the roleplay. Rosenweig suggests that during this step the teacher allow student to communicate freely and not interrupt for correction. However,

the teacher should take notes on grammatical, cultural and phonological errors for subsequent treatment. Next, the roleplay performing before the class. After each enacment, the teacher comments on selescted minor language errors. Major errors are saved for formal grammar lessons later. After each group has performed, the entire class discusses the questions rised by the situation, such as different interpratations of the scene and culturaly or linguistically appropiate responses. The last step is to assign a writing exercise based on the roleplay or related questions. Subsequent grammar lessons based on the errors observed during the execise should be presented.

Roseweig suggests that the entire exercise be spread out over three days: introducing the roleplay situation and the initial group work on the first day; more group work, performances, class evaluation and writing work on the second day; and the grammar follow-up on the third. He points out that a classroom activity such as this usually includes work on vocabulary, a culture lesson, written work, and grammar lesson, as well as work on pronuntion and communicative strategies.

To illustrate the procedure, let us consider the following roleplays from Rosenweig. The grammar focus is the social use of modals, such as *May i see your driver´s license, please? Would you mind stepping over here, please?* and the logical use of modals, as in *I must have left my insurance verification at home* or *The light might have been yellow.*

Being Stopped By a Police Officer
(Student handout)

I. *Scene*

You are driving down a free way in California and you are stopped by a police officer. His completely unsympathetic to the fact that you are a foreign student and your nervousness makes it difficult for you to express yourself. You are not sure why he has stopped you, but you know that he is extremely angry. Your are to work out a short skit with three characters: The driver, a passanger, and the police officer (a fourth character could be another police officer). The presentation should be approximately five minutes.

II.   *Vocabulary*

Driver's license	Ticket
Vehicle registration	Citation
Insurance	To break the law
License plate	To step out the car
Valid until_____	Rearview mirror
(date)	

III. *Questions for planning your roleplaying*

Why has the police officer stopped you?

How should you react to his anger?

Is it possible that he had a good reason to stop you?

Wha is the best way to deal with the matter'

What kind of language do you use when you talk to a police officer?

What are the possible problems you might have(expired license,forgetting an important document, something wrong with the card)?

IV.   *Discussion Questions*

Is bribery a good way todeal with a police officer in the United States? Why or why not?

What is the role a police officer in the United States? In your country?

What is the best way to trat a police officer, in the United States?

If you are stopped by a police officer, how should you act?

Would you atc the same way if you were stopped by a police officer in your country? What would you do differently?

Suggested Topics for Writting

1. Recount a personal experiencethat you have had with a police officer in the United States. (This is particularly suited for practicing the past tense and the narrative mode.)

2. Compare and contrst the role of police officer in the United States with the police officer in your country. (This would elicit the present tense, expository mode.)

PICTURES

Pictures are versatile and useful resources for teaching aspects of grammar that requiere a structure-meaning match, and in this chapter we will suggest several areas of grammar for which pictures constitute particularly effective resourses. They can be used in all phrases of a grammar lesson (i.e., in presentation, focused practice, communicative practice, and for feedback and correction). Interesting or entertaining pictures motivate students to respond in ways that more routine teaching aids, such as a textbookor a sentence on the board, cannot. Although they can be used to advantage at all levels of proficiency, they are especially useful with beginning and low-intermadiate learners, who sometimes have troble understanding long or complicated verbal cues.

Pictures can also e used in various configurations to enhance learning and practice. They introduce a great deal of variety into the classrrom. A picture may focus on one specific object, such as a house, or on an event, such as a boy jumping a fence; alternativily, a picture may evoke an entire story (e.g., a Norman Rockwell print). Between these two extremes, there are pictures of a few people or a few objects.

Pictures can also be presented in pairs: the same object or person on two different occasions (e.g., Mr. Jones before and after his diet) or two different object or people (e.g., a comb and a brush, a brother and a sister, etc.). Pictures can be grouped into semantically related sets that contain from ten to twenty items, representing animals, vhicles, flowers, frits, etc. Finally, a picture can becomepart of a sequence of pictures that tells a story, much

as comic strips or photo novels do. Using pictures of this type allows the teacher to focus on temporal forms and sequenses in the target language.

In addition to eliciting verbal responses, pictures can form the basis for pairs and group activities. When students move into pairs or groups, or come to the class for an activity, there is appropiate physical movement (as opposed to such inappropriate activities as private combersation, passing of notes, shooting of rubber bands, staring at walls, or looking out windows). Even the most mature, highly motivated, and disciplinedstudents have to move about a little during class. Activities that encourage appropriate movement— involving students directly or as observers—will promote and enhance active learning. We feel that pictures can play an important role in this process.

USING PICTURES TO TEACH SPECIFIC STRUCTURES

Yes/No Questions

Pictures can be effective of presentation and structured practice of Yes/No Questions. One of your favorite context a petshop for this you will need large pictures that everyone can see of ten of twelve animals that are possible pets(e.g., a dog,a a cat, a pony, a goldfish, a turtle, a canary, a parrot, a hamster, a monkey, a snake). After everyone is familiar with the vocabulary of all the animasl, the teacher has one student come to the from of the room and secretly "buy" one of the pets. (If your class is small enough, have the students seat in the center of a circle formed by his classmates.) Then the classmates must guess which pet the student has purchased by asking Yes/No Question until someone guess the correct pet (note that his format is simple, in that student directly guess the names of the pets; different question forms are possible):

Classmate 1: Did you buy the monkey? Is it the monkey?

Student: No.

Classmate 2: Did you buy the dog? Did you have the dog?

Student: No.

Classmate 3: Is it the pony? Do you have the pony?

Student :   Yes.

The classmate who guesses the right pet then goes to the front and makes the next secret purchases. This can continue for as long as such practice is useful. The activity can be made more demanding by allowing students to ask background question about the pets (e.g. , "Is it a large animal?" "Can it fly?") or by requiring the class to guess the price of the pets. For adult classes, instead of animals the teacher could propose trips or meals as the context.("Did you go to Brazil?" "Did you have pizza?").

Yes/No Wh-Questions

In an activity that provides communicative practice of both yes/no wh-question with reference to location, pairs of student are giving two mismatched pictures of a bedroom. Student must be told in advance not to look at each other´s pictures. The two pictures contain among other things, some identical objects in different positions. The task of the student is to discover to trough oral communication and then to write down (a) which objects are in both bedrooms and which are not; and (b) which appear in the same location and which do not. The questions students would have to ask each other many times in the course of this activity include:

S1: Is there a_____ in your bedroom?

S2: No do you have a _____ in yours?

S1 : Yes, I have a _____.

S2: What is the_____(in your bedrooom)?

After the oral and writing work is completed, student should compare their list against the actual pictures to see whether they have communicated effectively.

Relative Clause

For communicative practice of the identification function of restricted relative clauses, the teacher gives each pair of student to identical pictures depicting four or five men, women, cars, or buildings. On one pictures proper names or noun description appear below each person or object; the other picture has blanks. Having been instructed not to look at partner's picture, the student whose pictures has blanks must elicit the names by asking question with relative clauses or reduced relative clauses. For example:

"What's the name of lady wearing the dark blue coat?"

"What the name of the lady who's laughing?"

To practice the name type of relative clause in an imperative rather than a WH-Question, the teacher gives each group of four students four or five pictures representing semantically related nouns(e.g., different boys, houses, cars,). One student in each group holds the picture cards, while another gives commands with relative clauses indicating the disposition of pictures. For example:

"Give the picture of the boy who is playing baseball to Max."

"Put the picture of the boy who is swimming on my desk."

It might be a good idea for the teacher to do this group activity once with the whole class before the group work starts. Also, once each group has finished practicing with its own set of pictures the group in the classroom can exchange picture sets. Then the other two students in each group will have a chance to hold the pictures and gives the commands.

Reviewing Several Different Structure

Pictures can also be used to effectively a week's worth of lesson. Randal Burger draws a big police woman apprehending a small criminal on an artist's pad in front of the class as his student watch. This immediately captures their attention and interest. After he finishes, he asks questions which will elicit responses with a specific grammatical forms. For example, he might ask the following questions (form elicited is parentheses):

What is she? (copula)

What is she waiting? (present progressive)

What does he do? (present tense)

(Pointing to gun) what does she have here? (present tense with stative verbs)

Have you ever seen one?(present perfect)

Do you have one? (present with the stative verbs)

Does she make lot money? (Negative)

Would you like to marry her? (Modal-like forms)

What was she doing when she caught him? (past progressive)

Do you have a police woman in your country? (Yes or no)

What would you do if you met one? (Present unreal conditional)

The list of question is ,of course, limitless. The question can be varied to focus on whatever grammatical forms the teacher would like to review. It is important that the picture be interesting and/or amusing, tough a picture appropriate for one group may not be

appropriated for other. Also, be sure to end the exercise before students become bored or tired of looking at the pictures.

REALIA AND THE CLASSROOM

According to Kelly, the use of realia in the language teaching has a long history. As he point out: The first cleat information of the use of objects of general relevance comes from Tudor England. Sir Tomas Elyot, for instance, remarks, "there can be nothing more convenient than by little and little to trayne and exercises them in speaking of Latin; infourmyng them to know first the names in Latin of all thynges that commeth in syght, and to name all the parts their bodies" (364:33). In the famous scene from Henry V in which Princess Katherine´s maid tries to teach her some English, we see a little of practical application of Elyot´s advice in the Tudor classroom.(p.13)

Realia has many uses in the classroom, not the least of which are promoting cultural inside and teaching life-skills lexicon, realia can also be used effectively in teaching grammar, specially for a formmeaning match. For this kind of match realia can be used in combination with techniques such as storytelling and roleplay in both the presentation phase and the practice phase of the lesson.

Puppets

Puppet can be used to teach the copula with predicate abjectives. Call a student to the front of the class and put a poppet on his hand. Say to the poppet, "you are sad." Act out sad until the student gets the idea and makes his puppets act accordingly. Call another student and get her to do the same thing. Now you can demonstrate and say, "they are sad," as well as "He is sad." You can ask the student what´s wrong, eliciting the response, "I am sad."

Puppet can also be used to illustrate the meaning of the adverbs of manner. For example, the teacher can say, "Judy dances gracefully" and "Push dances clumsily"; The student manipulating the puppet will then take them through the proper movements to show that they understand the adverbs. Hand puppet also have the advantage of ancouraging capable but inhibited students. Frequently, shy students will practice language more willingly when hiding behind the puppet than they will without a guise.

HISTORICAL BACKGROUND

Juan XXIII National Autonomous Secondary School is located in San Marcos city, Carazo. It is one and a half block from Socrates Flores Health Centre on the south. It was founded on August 8th 1960 by the priest Stanislaw Garcia who lives in Masaya now. He proposed the actual name of the school in honour to Juan XXII Pope.

In 1960, it was located at "Casa del Obrero" building opposite "Palabra de vida" Baptist Church. And there were just twelve students at that time. The names of the teachers during this time were: The priest Stanislaw Garcia, Guillermo Sanchez, José Maria Garcia and Roberto Fernandez.

Nowadays, there are thirty one teachers in the school in which three are English teacher. Each teacher of English works out different timetables. Two of them teach both the morning and afternoon shift and the one left just in the morning shift.

The school is organized in two shifts, the morning shift and the afternoon shift. There are 602 students; female 299 and male 303 in the morning shift and 760 students; female 460 and male 300 in the afternoon shift. Both the morning and afternoon shift, the total current student population is 1362.

The numbers of classroom in use are twenty four, six are new-built ones on the West side and four are out of service. So, there are twenty four classrooms as a total. Also, the school count with a chemistry lab, computing lab, library, refreshment stand, basketball court, a bus, parking lot, and a green area. The chemistry lab is not well- equipped, and the computing lab has thirteen personal computers updated including internet access, the library has enough English books donated by an anonymous and the bus is mechanically in good condition and it is used to bring and back students from the countryside

The administrative department is composed of the headmaster building, the secretary's office and the meeting teacher building.

JUSTIFICATION

Since the very moment we chose an issue, we realized that the term technique is widely used for doing a host of activities. In our daily life we apply workable and intellectual techniques and most of the time it is necessary to make use of tools to finish such activities.

Once we had a researchable issue regarding to technique, we limited to research on English as foreign language (EFL), specifically on techniques for teaching grammar.

Our main propose is the analysis of different types of techniques that the teacher, of the years "A" and "B", uses for teaching grammar.

We are confident enough either on appropriate use or master of a large set of teaching techniques succeed in the teaching-learning process of English as a foreign language (EFL), and on grammar particulary.

Also, the use of techniques for teaching grammar let the teacher to introduce grammar dynamically, effectively and interesting. As a result, students learn significantly.

In addition, we are giving a hand the teacher providing techniques for teaching grammar. So, we are fortifying his repertoire of techniques.

Finally, students benefit mostly from the use of techniques for teaching grammar. Since the use of techniques we wake up interesting in learning.

The teacher should be aware of using techniques appropriately for teaching grammar. He should also use didactic resources carefully chosen for each technique.

General Objective

To analyze the inappropriate use of teaching grammar techniques by the English teacher of the fifth years "A" and "B" at Juan XXIII secondary school.

Specific Objective

1. To identify the types of techniques that the teacher uses for teaching grammar in the classroom.
2. To analyze how the teacher uses the different types of techniques for teaching grammar.
3. To determine the types of didactic material used in the teaching grammar technique performance.
4. To find out the teachers professional development through constant training during the last five year.
5. To give didactic material, as a suggestion, to the teacher to enrich his techniques repertoire.

SYSTEM OF VARIABLES

General information
Social information
Economical situation
Educational situation
 Interview

VARIABLES	SUB-VARIABLE		INDICATORS
1.GENERAL INFORMATION	Sex	Teacher	Male
			Female
		Student	Male
			Female
	Age	Teacher	30-50
		Student	15-16
			16-17
			17-18
	Marital status		Single
			Married
			Divorced
			Widow
			Other

2. SOCIAL INFORMATION	Area	Urban
		Rural
	Live with	Mother
		Father
		Both
		Husband
		Wife
		Other relatives
3.ECONOMICAL SITUATION	Work	Yes
		No
4. EDUCATIONAL SITUATION	Educational status	Undergraduate
		Graduate
		B.A. degree
		Master of education
	Training	Workshop
		Conference
		Seminary

Interview: First. Questions in range answers with.		
VARIABLES	**SUB-VARIABLES**	**INDICATORS**
5. TEACHER´S INTERVIEW	**1. Do you use techniques for teaching grammar?**	**Yes**
		No
	2. Do you use specific techniques for teaching different grammar aspects?	**Always**
		Often
		Sometimes
		Rarely
	3. What type of didactic material do you use for teaching grammar?	**Video**
		Thin cardboard
		Magazines cuts
		Newspaper cuts
		computers
		Tape recorder
	4. In five years, how many times did you receive training?	**Once**
		Twice
		Three
		Four
	5. Did you receive seminary?	**Yes**
		No
	6. Did you receive workshop?	**Yes**
		No
	7. Did you receive conference?	**Yes**
		No
	8. Which one was focused on teaching grammar technique?	**Conference**
		Workshop
		Seminary
	9. Which of theses do you use for error correction?	**At the moment the grammatical errors occur**
		Ask students to make a choice between what they said and an alternative answer you supplied.
		You repeat student's error using a question intonation to signal that something was wrong.
		You repeat what students said stopping just before the errors.
	10. Which of these are techniques for teaching grammar?	**Songs.**
		Role-playing.
		Memorization
		Fill-in-the-blank.

VARIABLES	SUB-VARIABLES	INDICATORS
5. TEACHER´S INTERVIEW	**10. Which of these are techniques for teaching grammar?**	**Getting students to self correct**
		Translation of reading passage
		Ask and answer question in the target language
		Others

Interview: Second. Open Question.		
VARIABLES	SUB-VARIABLES	INDICATORS
6. TEACHER´S INTERVIEW	**What do you understand for teaching grammar techniques?**	
	What types of techniques do you use most for teaching grammar?	
	How do you use those techniques for teaching grammar?	
	What kind of didactic material do you use in each technique?	
	What techniques for teaching grammar do you learn in seminary and workshop training?	

VARIABLES	7. STUDENT´S INTERVIEW				
SUB-VARIABLES	1. In grammar classes, how often does your teacher use				
INDICATORS	Drawing	always	sometimes	rarely	never
	Picture	always	sometimes	rarely	never
	Magazines cuts	always	sometimes	rarely	never
	Newspapers cuts	always	sometimes	rarely	never
SUB-VARIABLES	2. In grammar classes, how often does your teacher use the following real-life situations				
INDICATORS	Sightseeing	always	sometimes	rarely	never
	Shopping	always	sometimes	rarely	never
	Real-family-life situation	always	sometimes	rarely	never
	To meet a friend	always	sometimes	rarely	never
	Trip	always	sometimes	rarely	never
SUB-VARIABLES	3. In grammar classes, how often does your teacher use				
INDICATORS	Poetry	always	sometimes	rarely	never
	Games	always	sometimes	rarely	never
	Objects	always	sometimes	rarely	never
	Songs	always	sometimes	rarely	never
	Dialogue	always	sometimes	rarely	never
	Role playing	always	sometimes	rarely	never
SUB-VARIABLES	4. How often does your teacher use examples for teaching grammar?				
INDICATORS		always	sometimes	rarely	never
SUB-VARIABLES	5. How often does your teacher use the below exercises?				
INDICATORS	English questions	always	sometimes	rarely	never
	English sentences	always	sometimes	rarely	never
	Completion	always	sometimes	rarely	never
	Matching	always	sometimes	rarely	never
SUB-VARIABLES	6. How often do you translate passages into English?				
INDICATORS		always	sometimes	rarely	never
SUB-VARIABLES	7. How often does your teacher correct your grammatical errors?				
INDICATORS		always	sometimes	rarely	never
SUB-VARIABLES	8. How often does your teacher make you memorize grammatical rules?				
INDICATORS		always	sometimes	rarely	never

VARIABLES	7. STUDENT´S INTERVIEW				
SUB-VARIABLES	9. In grammar classes, how often does your teacher use				
	Photocopy	always	sometimes	rarely	never
	Video	always	sometimes	rarely	never
INDICATORS	Thin cardboard	always	sometimes	rarely	never
	Tape recorder	always	sometimes	rarely	never
	Internet lab	always	sometimes	rarely	never

METHODOLOGICAL DESIGN

Our research is quantitave describing and explaining overall relevant characteristic of the researchable issue.

RESEACH ISSUE FORMULATION

In this first stage, the researchable issue was chosen between many possibilities which were one by one deleted until the right one was selected according to criteria of research such as: unknown, new and a little studied issue. Then, we proceeded to define it accurately in unison with goals. And then, hypotheses were formulated to find out solutions of the problem. Also, this research paper is supported by relevant theories taken from different researchers.

EXPLORATORY PHASE

In this second stage, we reviewed the literature compilated related to our researchable issue. Then, we extracted relevant data making use of noting cards. Next, we proceeded to design the Theorical Framework organizing theories from general to specific and according to importance. All data was found in places such as libraries and internet access labs.

RESEACH DESIGN

In this third stage, we agreed that our research paper is a study type of exploratory, because we are introducing an unknown, new and a little studied issue. It is also an explanatory research in which different types of technique that the teacher uses for teaching grammar are analyzed.

SAMPLE COMPILATION

Population

Juan XXIII Secondary School offers two shifts; the morning and afternoon shift. There are two fifth classrooms named "A" and "B". The former classroom is compound by 46 students and latter by 49 students. The total number of students is 95 both classroom in the morning.

Sample

The percentage of 95 students from "A" and "B" is 100% percent. Our sample is 40 students from "A" and "B" this represent the 42.10% percent. Either "A" or "B" classrooms, 20 students were taken as a sample displaying a percentage of 21.05% percent each sample.

"A" and "B" sample is composed of 17 male equivalent to 42.5% and 23 female to 57.5% students ranging ages between 15 and 18 years old. In this sample we found a student who is 15 years old with a percentage of 2.5%, 17 students are 16 years old which represents 42.5% percent, 17 students are 17 years old displaying 42.5% percent and 5 students are 18 years old equivalent to 12.5% percent.

The type of sample performed is called Random; either 20 students in "A" or 20 students in "B" were chosen at random.

DATA COMPILATION

Data compilation took place making use of instruments such as; observation, questionnaire and interviews. They were well-designed and applied in order to compilate relevant data.

The observation instrument application was carried out through an observation guide performed in the classroom. This included statements focused on analyzing the types of techniques that the teacher uses for teaching grammar in the classroom.

The questionnaire also included statements with multiple-ranged choice items focused on analyzing techniques from the point of student's view.

We interviewed the teacher twice. Both interviews were well-designed previously its application. The first interview took place in the classroom. It included multiple-ranged choices items. The second interview took place at teacher's home. It included opened-question items which answers were elicited by our guidance. Both interviews focused on analyzing technique he uses for teaching grammar.

ANNEXES

AÑO LECTIVO 2007

GUIDE FOR CLASS OBSERVATION.

Direct observation guide.

Objective: to analyze if the teacher fulfilled the pedagogy design regarding to the way of the teaching performance in the English teaching-learning process as a foreign language.

Observers._____

Institution._____

Teacher._____

Grade._____   Sections._____

Theme._____ Student's numbers._____

Kind of observation._____Date._____

I. Presentation

1) The teacher checked the assistance.

Yes ☐   No ☐

2) The teacher wrote the date.

Yes ☐   No ☐

3) The teacher wrote the topic on the board.

Yes ☐   No ☐

4) The teacher wrote the objectives on the board.

Yes ☐   No ☐

5) The teacher used the target language for explanations.

Yes ☐   No ☐

6) The teacher used the feedback to reinforce last topic.

Yes ☐   No ☐

7) The teacher used example as a reinforcement of the topic.

Yes ☐   No ☐

8) The teacher chose a grammar topic.

Yes ☐   No ☐

9) The teacher chose at technique to perform the grammar topic.

Yes ☐   No ☐

10) The teacher put into practice the technique for introducing the grammar topic.

Yes ☐   No ☐

11) The teacher wrote objectives according to the technique for teaching the grammar topic.

Yes ☐   No ☐

II. Focused Practice.

1. The teacher requested for background knowledge.

Yes ☐   No ☐

2. The teacher assigned any task according to the teaching technique.

Yes ☐   No ☐

3. The teacher used the appropriate technique for teaching the grammar point.

Yes ☐   No ☐

4. The teacher gave directions before the task development.

Yes ☐   No ☐

5. The teacher showed stronger knowledge of the grammar points.

Yes ☐   No ☐

6. The students understood the task directions.

Yes ☐   No ☐

7. The teacher made emphases of possible troublesome exercise in the task.

Yes ☐   No ☐

8. The teacher opened space for any question about the task.

Yes ☐   No ☐

9. Student related the task with previous assignment.

Yes ☐   No ☐

10. The teacher used any didactic material for teaching.

Yes ☐   No ☐

11. The didactic material was suitable to the teaching technique.

Yes ☐   No ☐

12. Both teacher and student interacted with each other.

Yes ☐   No ☐

13. The teacher showed stronger knowledge of the use of the technique.

Yes ☐   No ☐

14. The teacher was dynamic during the class performance.

Yes ☐   No ☐

15. The student responses were effective to the teacher teaching technique.

Yes ☐   No ☐

16. The teacher used a back-up technique which enriched the class.

Yes ☐   No ☐

17. The classroom condition was suitable for performing the technique.

Yes ☐   No ☐

18. The use of the teaching grammar technique reached the goals.

Yes ☐   No ☐

III. Communicative practice

1. The teacher engages student in same communicative activities.

Yes ☐   No ☐

2. The communicative activities were enough to use the grammar points.

Yes ☐   No ☐

IV. The teacher correction

1. The teacher corrected error using a technique.

Yes ☐   No ☐

2. The teacher corrected error throughout the lesson.

Yes [ ]   No [ ]

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA

UNIVERSITY CAMPUS "RUBEN DARIO"

FACULTY OF EDUCATION

ENGLISH DEPARTMENT

ACADEMIC YEAR 2007

SEMESTER: SECOND

TEACHER´S INTERVIEW

I. GENERAL INFORMATION

A. Name:_____

B. Institution:_____

C. Profession:_____

D. Section: _____

E. Shift: _____

F. Date: _____

II. DEVELOPMENT

Interview: First.

Multiple ranged choice items

1. Do you use techniques for teaching grammar?

   Yes (____)

   No   (____)

2. Do you use specific techniques for teaching different grammar aspects?

   Always (____)   Sometimes (____)

   Often (____)   Rarely   (____)

3. What type of didactic material do you use for teaching grammar?

Video   (____)   Newspaper cuts   (____)

Thin cardboard   (____)   computers   (____)

Magazines cuts   (____)   Tape recorder   (____)

4. In five years, how many times did you receive training?

Once   (____)   Three (____)

Twice (____)   Four   (____)

5. Did you receive seminary?

Yes (____)

No   (____)

6. Did you receive workshop?

Yes (____)

No   (____)

7. Did you receive conference?

Yes (____)

No   (____)

8. Which one was focused on teaching grammar technique?

Conference (____)

Workshop (____)

Seminary   (____)

9. Which of theses do you use for error correction?

- At the moment the grammatical errors occur. (____)
- Ask students to make a choice between what they said and an alternative answer you supplied. (____)
- You repeat student's error using a question intonation to signal that something was wrong. (____)
- You repeat what students said stopping just before the errors. (____)

10. Which of these are techniques for teaching grammar?

     a. Songs. _____

     b. Role-playing. _____

     c. Memorization. _____

     d. Fill-in-the-blank. _____

     e. Getting students to self correct. _____

     f. Translation of reading passage. _____

     g. Ask and answer question in the target language. _____

     h. Others.

     i. _____

     j. _____

     k. _____

     l. _____

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
RECINTO UNIVERCITARIO "RUBEN DARIO"
FACULTAD DE EDUCACION
ENGLISH DEPARTMENT

AÑO LECTIVO 2007

STUDENT´S INTERVIEW

Sex: Male (_____)   Female (_____)

Age: (_____) years old.

Section: (_____)

Read each item carefully and put a check in your choice.

1. In grammar classes, how often does your teacher use:

   Drawing: always (___) sometimes (___)   rarely (___)   never (___)

   Picture: always (___) sometimes (___)   rarely (___)   never (___)

   Magazines cuts: always (___) sometimes (___)   rarely (___)   never (___)

   Newspapers cuts: always (___) sometimes (___)   rarely (___)   never (___)

2. In grammar classes, how often does your teacher use the following real-life situations:

   Sightseeing: always (___)   sometimes (___)   rarely (___)   never (___)

   Shopping: always (___)   sometimes (___)   rarely (___)   never (___)

   Real-family-life situation: always (___)   sometimes (___)   rarely (___)

   never (___)

   To meet a friend: always (___)   sometimes (___)   rarely (___)   never (___)

   Trip: always (___)   sometimes (___)   rarely (___)   never (___)

3. In grammar classes, how often does your teacher use:

   Poetry: always (___)   sometimes (___)   rarely (___)   never (___)

   Games: always (___) sometimes (___)   rarely (___)   never (___)

   Objects: always (___)sometimes (___)   rarely (___)   never (___)

Songs: always (___)   sometimes (___)   rarely (___)   never (___)

Dialogue: always (___)   sometimes (___)   rarely (___)   never (___)

Role playing: always (___)   sometimes (___)   rarely (___)   never (___)

4. How often does your teacher use examples for teaching grammar?

   always (___)   sometimes (___)   rarely (___)   never (___)

5. How often does your teacher use the below exercises?

   English question: always (___)   sometimes (___)   rarely (___)   never (___)

   English sentence: always (___)   sometimes (___)   rarely (___)   never (___)

   Completion: always (___)   sometimes (___)   rarely (___)   never (___)

   Matching: always (___)   sometimes (___)   rarely (___)   never (___)

6. How often do you translate passages into English?

   always (___)   sometimes (___)   rarely (___)   never (___)

7. How often does your teacher correct your grammatical errors?

   always (___)   sometimes (___)   rarely (___)   never (___)

8. How often does your teacher make you memorize grammatical rules?

   always (___)   sometimes (___)   rarely (___)   never (___)

9. In grammar classes, how often does your teacher use:

   Photocopy: always (___)   sometimes (___)   rarely (___)   never (___)

   Video: always (___)   sometimes (___)   rarely (___)   never (___)

   Thin cardboard: always (___)   sometimes (___)   rarely (___)   never (___)

   Tape recorder: always (___)   sometimes (___)   rarely (___)   never (___)

   Internet lab: always (___)   sometimes (___)   rarely (___)   never (___)

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA

UNIVERSITY CAMPUS "RUBEN DARIO"

FACULTY OF EDUCATION

ENGLISH DEPARTMENT

ACADEMIC YEAR 2007

SEMESTER: SECOND

TEACHER´S INTERVIEW

I. GENERAL INFORMATION

    A. Name:_____

    B. Institution:_____

    C. Profession:_____

    D. Section: _____

    E. Shift: _____

    F. Date: _____

II. DEVELOPMENT

    Interview: Second.

    Open Questions.

1. What do you understand for teaching grammar techniques?

2. What types of techniques do you use most for teaching grammar?

3. How do you use those techniques for teaching grammar?

4. What kind of didactic material do you use in each technique?

5. What techniques for teaching grammar do you learn in seminary and workshop training?