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THEME: Methodological factors that affect the Teaching-Learning Grammar process in first year's students morning shift at Maestro Gabriel Institute in Managua.

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DEDICATION

First of all we dedicate the present investigative document to God, who allowed us to finish this work with success. He gave us patience, health and intelligence. He led us in the correct way. Then to my mother Professor Socorrito Argüello who is the unconditional person whom has always advised me and has always given me the encouragement to achieve my goals and to have an ambitious spirit of overcoming.

To my children, who are the engine that move me to be a better person and better professional. And finally but not least, I dedicate this work to all the people who were helping me during my studies and who were involved in this research from the beginning to end it successfully. Thank you very much .

William M. Argüello Silva

DEDICATION

To my mother Tomasita Mercedes Chávez de López, although she has passed away, she remains in my heart and mind. Her words of advice have helped me to surpass and finish my studies. She will be remembered all of my life.

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ABSTRACT

There are Methodological difficulties in the Teaching- Learning Grammar process in the first year's morning shift at Maestro Gabriel Institute in Managua.

This study investigated Methodological Problems that affect the Grammar Sub-Skill in the Teaching – Learning process. We demonstrated that the lack of use of modern techniques and strategies in the classrooms affect the student's learning process. Our research was done at Maestro Gabriel Institute in Managua. We selected the first year's morning shift. The instruments we used were surveys for students, interviews for the English Teachers and we made two observation classes. To support our research we looked through some books and wrote writer's theories and their comments. After that we interviewed teachers from the English Language Department at UNAN Managua to know their opinions about our investigated problem.

The results indicated that:

- a. Effectively teachers don't use the correct methodology to motivate their students to learn Grammar Sub- Skill with success.
- b. Students aren't interested to learn English and they do the exercises mechanically only to pass the English Subject.

Finally we gave some recommendations to improve the teacher's work and help to solve Methodological Problems that affect the Teaching-Learning Grammar process in the Institute .

1. TEACHING-LEARNING GRAMMAR PROCESS.
2. METHODOLOGICAL PROBLEMS.
3. MODERN TECHNIQUES AND STRATEGIES.
4. INSTRUMENTS.
5. RECOMENDATIONS

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A. INTRODUCTION

There are Methodological difficulties in the Teaching-Learning process in the first year's students morning shift at Maestro Gabriel Institute.

Through our experiences, first as students and then as teachers of the English Language, we discovered that the Grammar sub- skill has a special place using the language in a correct way. Speaking, Writing, Listening, and Reading need a special order to express ideas correctly.

Grammar, in our humble opinion, is a serie of rules that guide a language to express it in the correct way. The main problem in our public schools when teaching English is the lack of use of Modern Techniques, Didactic Materials and Visual Aids during the Teaching – Learning process.

Some public schools are using old books, old techniques, and few resources to motivate the students to learn a new language conscientiously. Some children from the Elementary Public Schools don't have basic knowledge about the English Language.

Through this document you will know the main Methodological Problems teaching and learning Grammar in the first year morning shift at Maestro Gabriel Institute.

Finally we give some ideas that could help to solve those problems applying new techniques and good strategies during the Teaching – Learning process of English Grammar.

B. PROBLEM

There are methodological difficulties in the Teaching-Learning Grammar process in the first year's students morning shift at Maestro Gabriel Institute in Managua.

SUB-PROBLEMS

1. English Language is a new skill for students from Elementary Schools in Nicaragua.
2. Students don't have English texts and basic resources to study and practice grammatical exercises.
3. Teachers don't use Modern Techniques, Visual Aids, or enough Didactic Materials to get the student's motivation.
4. Some English Teachers at Public Secondary Schools in Nicaragua don't get the appropriate support from Principals and the Education's Ministry.
5. Teachers don't have the enough Instruction to teach English as a Foreign Language correctly.

C. THEME

Methodological factors that affect the Teaching- Learning Grammar process in the first year's students morning shift at Maestro Gabriel Institute in Managua.

D. HYPOTHESIS

The Students at Maestro Gabriel Institute have difficulties learning English Grammar due to Methodological factors in the Teaching-Learning process.

E. THEORETICAL FRAMEWORK

a. INTRODUCTION

Grammar has and special place in the correct use of every Language. Without Grammar people speak something different from a formal Language. People learn their native language whithout Grammar, they only hear the people are around them and imitate the different sounds. When we begin to study, we learn that Grammar is very important to use the language correctly. As English Teachers we know that without Grammar our students don't learn in the right way. They could use the language, because they learned Vocabulary and Pronunciation, but when they apply their knowledgwe by using the four English Language Skills, they need Grammar. We looked for some information about Grammar in General, and Authors' comments about it . Our Research Problem is about the different Methodological problems teachers and students have during the Teaching-Learning process .We hope, our contribution can help to solve those problems.

b. Historical background

Our research is on methodologies that our teachers apply in the classrooms, specifically, in the first year morning shift at Maestro Gabriel Institute in Managua. The name of Maestro Gabriel for this institute is a tribute to the teacher Gabriel Morales Largaespada who taught without salary.

Gabriel Morales Largaespada didn't have a degree in education, but he had an innate vocation for teaching. The institute was born with the name of Liceo Maestro Gabriel in 1961 as a private school with elementary education and high school. It was founded by the teachers Fidel Coloma González, Francisco López Collado, Nassere Habel López and Doctors Rene Shick Gutierrez, Ulises Fonseca

Talavera and Pedro Quintanilla. The administrator was the teacher Juan de Dios Somarriba.

By the time that Dr. Rene Shick Gutierrez was the President of the Republic, the center was nationalized and took the name of Maestro Gabriel Institute serving only as a Secondary School. The building of the Institute was located in the southern part of the National Bank of Development , the same place where nowadays is the current location of The National Congress. Later the institute was moved to The Home of Zacarias Guerra, which was located in the Eastern part of the Worker's House. It was finalized by the World Bank and Nicaraguan Government. Actually the Institute is located in Barrio San Luis in the Eastern part of Managua.

The total area of the center is 50,000 square meters. The center is located among the following institutions and communities:

North: (INETER) Nicaragua Institute of Territorial Studies.

South: Tendery Colony and Larreynaga trail.

East: Barrio San Luis

West: Barrio Los Angeles and the office of Migration.

On April of 1994 the Institute took the category of Autonomous Center. Its director was the teacher Teresa Ocon Sandino. The Institute had collaborated with the community in hard situations like hurricanes and epidemics, using its building as a refuge. It is also used in Election Times.

Nowadays, the building has to be repaired. The delinquency had destroyed and robbed parts of the building. The center needs guards to protect the people and building from the criminals. In addition, it needs chairs and Didactic Materials.

Actually the Center has a population of 1,566 students in secondary school in Morning, Afternoon, Night, Saturday and Sunday shifts. The population in the

morning shift is 743. 74 students attend in the first year's morning shift. The Institute has 66 teachers, 22 in the morning shift. The Academic Principal is the Bachelor Luz Argentina Pérez and the General Principal is the Bachelor Rodolfo Aburto Castro.

c. Review of Literature

GRAMMAR IN GENERAL

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

We can, however, apply the term grammatical to units smaller than sentences. A brief phrase said or written on its own can be grammatically acceptable or unacceptable in its own right : a tall woman sounds right; a woman tall does not. The same may be true of single words: compare went with goed.

Further: the minimal components to be combined may not be whole words: for example, the -ed suffix indicating the past tense of a regular verb in English, or the-s plural of nouns. And something it is not even a question of putting "bits" before or after other "bits" before or after other "bits"; words may actually change their spelling and pronunciation in certain grammatical contexts: irregular forms of the past tense, for example, in English, and many common plural forms in Arabic.

In our opinion grammar is a series of rules that guide a language to express it correctly in a formal way using different forms to communicate using the four English Skills. (Speaking-Writing-Listening-Reading).

Grammar is traditionally divided into morphology and syntax. Morphology is essentially the grammar of words and deals with the form of words. Example: The relation between take and took dog and dogs. Syntax is the grammar of sentences and is concerned with the way that sentences are formed.

Page. 99 -Grammar.

- Frank Palmer - 1984

GRAMMATICAL STRUCTURES

A specific instance of grammar is usually called a 'structure'. Examples of Structures would be the past tense, plural noun, the comparison of Adjectives , and so on. Not all languages, of course, have the same structures: the English verb has 'aspects' (such as the progressive: she is going for example) which many other languages do not. German ascribes masculine, feminine or neuter gender to its nouns, which English does not. It is largely such discrepancies which cause problems to the foreign language learner, though how difficult these problems will be it is often hard to predict, even if you are familiar with the learner-mother tongue. Occasionally foreign structures that look strange may be surprisingly easy to master, and vice versa.

The location for adjectives and nouns is different in English and Spanish. For example: The red car - El carro rojo.

A sentence expresses a complete thought, one part tells whom or what the sentences is about this is the subject. The predicate is a part tells something about the subject.

Mc. Dougal, Littell

English Program.

GRAMMATICAL MEANING

Grammar does not only affect how units of language are combined in order to look right, but it also affects their meaning. The reaching of grammatical meaning tends, unfortunately, to be neglected in many textbooks in favor of an emphasis on accuracy of form, but it is no good enough knowing how to perceive or construct a new tense of a verb if you do not know exactly what difference it makes to meaning when it is used. It is very often the meanings of the structures which create difficulties for foreign learners as mentioned above.

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

The word grammar has meanings and since grammar is the subject matter.

We shall be using grammar to include both syntax and aspects of morphology.

-A Comprehensive grammar of the English language.

-Randolph Quirk (1985)

THE PLACE OF GRAMMAR TEACHING

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

OPINIONS ABOUT THE TEACHING OF GRAMMAR

Extract 1

The important point is that the study of grammar as such is neither necessary nor sufficient for learning to use a language.(from L. Newmark "How not to interfere with language learning in" Brumfit, C.J. and Johnson, K. The communicative Approach to Language Teaching. Oxford University Press, 1979, p165)

Extract 2

The student's craving for explicit formulization of generalization can usually be met better by textbooks and grammars that he reads outside class than by discussion in class. "ibid."

Extract 3

The language teacher's view of what constitutes knowledge of a language is a knowledge of that syntactic structure of a sentence. The assumption that the language teacher appears to make is that once this basis is provided then the learner will have no difficulty in dealing with the actual use of language. There is a good deal of evidence to suggest that this assumption is of very doubtful validity indeed. (from H. Widdowson. "Directions in the teaching of discourse" in Brumfit. C. J. and Johnson, K.)The Communicative Approach to Language Teaching. Oxford University Press, 1979, pp. 49-60)

Extract 4

The evidence seems to show beyond doubt that though it is by communicative use in real “speech acts” that the new language “sticks” in the learner’s mind, insight into pattern is an equal partner with communicative use in what language teachers now see as the dual process of acquisition/learning. Grammar, approached as a voyage of discovery into the patterns of language from Erick rather than the learning of prescriptive rules, is no longer a bogey word. Hawkins, *Awareness of a Language: An Introduction*, Cambridge university Press, 1984, pp 150-1) Cambridge University Press 1996.

COMMENTS: THE PLACE OF GRAMMAR TEACHING**Extract 1**

The writer is saying that you do not need to learn grammar, as such, in order to learn a language. This statement is probably true: one learns one’s mother tongue without studying grammar. But it is, perhaps, a little misleading, and misses the point. The important question is not whether teaching and learning grammar is necessary and - or sufficient for language learning, but whether it helps or not. And my own opinion is that yes, it does help, provided it is taught consistently as a means to improving mastery of the language not as an end in itself.

Extract 2

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

justification for the teacher to help them by providing information and practice in the classroom.

Extract 3

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

Extract 4

Here, the writer is affirming the usefulness of grammar for effective language learning. He also implies that grammar can be interesting ('a voyage of discovery') in itself. apparently a reaction against traditional prescriptive rule teaching, which he describes as a "bogey". I agree with him in principle, though I am not sure that all students can find an intrinsic interest in grammar as such. The main point is an affirmation of it value as a means to help language learning.

UNITS OF LANGUAGE

Linguistic usually defines the largest unit of language as “discourse” or text, but for most practical teaching purposes , the sentence is probably the most convenient “base” unit. Smaller units are the clause, the phrase, the word, the morpheme.

THE SENTENCE

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

THE CLAUSE

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

THE PHRASE

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

THE WORD

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

THE MORPHEME

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

PARTS OF THE SENTENCES

We may also analyze the sentences according to their relationship between its component phrases: these are called parts of the sentence. The most common parts of the sentence are SUBJECT, VERB AND OBJECT, which may be combined into a basic pattern like I saw the man: I being the subject saw the verb and the man the object, a letter the direct.

THE COMPLEMENT : looks like an object, except that it refers to the same thing as the subject; so that it would come after verbs like be, become, seem; in the sentences. She is a good doctor. , the phrase a good doctor is the complement. Finally there is the adverbial: another word or phrase which adds further information: words or phrases like yesterday, at home, on his own.

PARTS OF SPEECH

Different parts of the sentence may be realized by various kinds of words (or phrases): these are called parts of speech.

NOUNS: Are traditionally characterized as naming a person, place or thing; but in fact they may refer to activities or events (conversation, battle), abstracts (beauty, theory) and various other kinds of things. They usually function, as do pronouns, as the subject, object or complement of a verb, or follow prepositions. They may be preceded by determiners (the , some), for example or by adjectives, and may take the plural.-s

Most nouns are ‘common’ (finger, meeting); ‘proper’ nouns (Queen Victoria, Syria) signify the name of a specific person, place, event, etc., and are written in English with a capital letter. Another useful distinction is between countable nouns –items which can be counted and may appear in the plural. -horse ,cup for example.- And ‘non countable’ or ‘mass’ nouns –certain uncountable substances or abstracts. Coffee, dust, wisdom -.

VERBS: Are often called words of ‘doing’(swim, sit), but they may also indicate a state of ‘being’, ‘feeling’ ‘being in relation ship to’(remain ,regret precede.) Verbs can be used in different tenses and in active and passive voices. It is useful to distinguish between transitive (those that take a direct object: hit, feed) and intransitive ones (those that do not : laugh, fall), though many verbs can be either, depending on context (fight, relax)

ADJECTIVES: Normally describe the things referred to by nouns or pronouns. (Black, serious); they may function as a complement or be attached to a noun.

ADVERBS: Describe the concepts defined by verbs (quickly, alone), adjectives or other adverbs (extremely, quite) or an entire sentence or situation (unfortunately, perhaps)

PRONOUNS: Usually function as substitutes for nouns or noun phrases (he, him, who, those) and may function as a subject, object, complement or follow a preposition.

AUXILIARY VERBS: May be attached to main verbs in a verb phrase: is, for example, in is going.

MODAL VERBS: (such as can, must, may) -- Are a particular type of auxiliary verb. They express ideas such as possibility, ability, compulsion, probability, or willingness.

DETERMINERS: Are items that introduce a noun or a noun phrases (the, a, all, some, many).

PREPOSITIONS: Define time, space and more abstract relationship, and precede nouns or pronouns (in, before, of, according to, despite).

PRESENTING AND EXPLAINING GRAMMAR

It is surprisingly difficult to present and explain a foreign-language grammatical structure to a class of learners. The problem is first to understand for yourself what is involved in 'knowing' the structure (its written and spoken forms, its nuances of meaning), and in particular what is likely to cause difficulties to the learners; and second, how to present examples and formulate explanations that will clearly convey the necessary information. This is a place where clear thinking and speaking are of paramount importance: although you may elicit suggestions from the learners and encourage their participation in the presentation, it is essential for you to know how to present the structure's form and meaning yourself in a way that is clear, simple, 'accurate' and helpful. Note that there is often a conflict between 'simple' and 'accurate'; if you give a completely accurate account of a structure, it may be far from simple; if you simplify, you may not be accurate. One of the problems of grammar presentations is to find the appropriate balance between the two.

GUIDELINES ON PRESENTING AND EXPLAINING A NEW GRAMMATICAL STRUCTURE

1. In general a good presentation should include both oral and written forms, and both forms and meaning.
2. It is important for learners to have plenty of contextualized examples of the structure and to understand them. Visual materials can also contribute to understanding.
3. The answers to this will depend on your situation and learners. On the whole older or more analytically-minded learners will benefit more from the use of terminology.

4. Again, this very much depends on your own situation and judgement.

5. This is the problem about striking the right balance between accuracy and simplicity . Your explanation should cover the great majority of instances learners are likely to encounter ;but an obvious exception should be noted, that too much detail may only confuse the learner. As a rule, a simple generalization, even if not entirely accurate, is more helpful to learners than a detailed grammar-book definition.

6. These are basic and important points; your observer will help you here.

7. Here you have to decide whether a rule would be helpful or not; then, whether to elicit it from the learners of the basic of examples (some times called the 'inductive' method), or give it yourself, and invite them to produce examples ('deductive'). Like grammatical terminology, explicit rules are helpful to older or more analytically-minded learners. As regards inductive or deductive methods: you have to ask yourself which is more effective in this situation. If the learners can perceive and define the rules themselves quickly and easily, then there is a lot to be said for letting them do so: what they discover themselves they are more likely to remember. But if they find this difficult, you may waste a lot of valuable class time on sterile and frustrating guessing, or on misleading suggestions; in such cases it is better to provide the information yourself.

GRAMMAR PRACTICE ACTIVITIES

The aim of grammar practice is to get students to learn the structures so thoroughly that they will be able to produce them correctly on their own. But it is unsatisfactory for students to be able to produce correct samples of a structure only when they are being specifically tested on it: many of us are familiar with the phenomenon of learners who get full marks on all the grammar exercises and tests, but then make mistakes in the same structures when they are composing their own free speech or writing. The problem in such a case is that the structures have not been thoroughly mastered; the learner still depends on a measure of conscious monitoring in order to produce them correctly.

One of our jobs as teachers is to help our students make the 'leap' from form focussed accuracy work to fluent, but acceptable, production, by providing a 'bridge': a variety of practice activities that familiarize them with the structures in context, giving practice both in form and communicative meaning.

TYPES OF GRAMMAR PRACTICE : FROM ACCURECY TO FLUENCY

Type 1: Awareness

After the learners have been introduced to the structure, they are given opportunities to encounter it within some kind of discourse, and do a task that focuses their attention on its form and/or meaning.

Example: Learners are given extracts from newspaper articles and asked to underline all the examples of the past tense that they can find.

Type 2: Controlled drills

Learners produce examples of the structure: these examples are, however, predetermined by the teacher or textbook and have to conform to very clear, closed ended cues.

Example: Write or say statements about John, modelled on the following example.

John drinks tea but he doesn't drink coffee.

- a) Like: ice cream/cake
- b) speak: English/Italian
- c) enjoy: Playing football---Playing chess

Type 3: Meaningful drills

Again the responses are very controlled, but learners can make a limited choice.

Example: In order to practice forms of the present simple tense:

Choose someone you know very well, and write down their name. Now compose true statements about them according to the following model:

Speak He/ She likes ice cream; or He/ She doesn't like ice cream.

- a) Enjoy: playing tennis
- b) Drink wine
- c) : polish

Type 4: Guide, meaningful practice

Learners form sentences of their own according to a set pattern, but exactly what vocabulary they use is up to them.

Example: Practising conditional clauses, learners are given the cue if I had a million dollars, and suggest, in speech or writing, what they would do.

Type 5: (structure-based) free sentence composition

Learners are provided with a visual or situational cue, and invited to compose their own responses; they are directed to use the structure.

Example: A picture showing a number of people doing different things is shown to the class; they describe it using the appropriate tense.

Type 6: (structure-based) discourse composition

Learners hold a discussion or write a passage according to a given task; they are directed to use at least some examples of the structure within that discourse.

Example: the class is given a dilemma situation ('you have seen a good friend cheating in an important test') and asked to recommend a solution. They are directed to include modals (might, should, must, can, could, etc) in their speech/writing.

Type 7: Free discourse

As in type 6, but the learners are given no specific direction to use the structure; however, the task situation is such that instances of it are likely to appear.

Example: Ask in type 6, but without the final direction.

GRAMMATICAL MISTAKES

TERMINOLOGY

Applied linguistics theory commonly distinguishes between errors (which are consistent and based on a mis-learned generalization) and mistake (occasional, inconsistent slips).

WHAT IS A MISTAKE?

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

MISTAKES WITHIN THE LEARNING PROCESS

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

Mistakes may be seen as an integral and natural part of learning: a symptom of the learner's progress through an 'interlanguage' towards a closer and closer approximation to the target language. Some would say that it is not necessary to correct at all: as the learners advance mistakes will disappear on their own.

Even if you think- as most learners do- that grammar mistakes need to be corrected, it is important to them not as a sign of inadequacy (you have failed to teach something, the students has failed to learned it), but rather as a means to advance teaching and learning.

Our emphasis on rhetorical effect is reinforced by the exercise. Instead of merely calling for the correction of errors, many of them ask students to expand or combine short sentences that we star for them, or to imitate complete sentences.

The exercises will therefore help students to increase the variety of constructions that they use and the variety of rhetorical effects that they can achieve.

James A. W. Hefferman.

John Lincoln.

-Writing a college handbook

CONSIDERATIONS

After we analyzed some opinions and comments of different authors about Grammar, we apply them to our research problem and we can give the following considerations.

1) We teach English as a foreign language and our responsibility is to teach it correctly. We have to teach the four English Skills and the Sub-Skills, too. We have to explain clearly the Grammar rules and structures, because the student ought to learn them to use the target language in the correct way.

2) Students have to recognize different aspects of the English language such as Grammar Structures, Units of the Language, Parts of the Sentence, and the Parts of the Speech.

3) Teachers have to explain and be sure students got the enough knowledge about Grammar Structures. We know that the greater part of students don't study Grammar at home.

4) We know that teaching Grammar Structures and Rules is a challenge to us. So we have to use techniques, strategies and methods in order to do easier and funnier English classes, and specially when we are explaining a Grammar Structure or applying rules in exercises.

5) Sometimes we can compare the difference between Spanish and English Grammar Structures like the position of adjectives and nouns, or the use of plural forms.

F. JUSTIFICATION

We know that English Teachers at almost all public schools are excessively using the traditional chair arrangement and mother tongue in their classes. They are still using the books from the series Pathways to English. They are presenting the topics, focusing only in Grammar and Vocabulary Sub-Skills.

We know that those Sub-Skills are very important to learn correctly the English Language, but we also know that they teach Grammar and Vocabulary without modern techniques or good strategies which motivate the students to learn at less those parts of the Language.

We observed that many students in the classrooms didn't do the exercises that the teacher wrote on the board. The students were talking to each other; they weren't interested in the English class. The low participation is a consequence of poor lesson planning without interesting activities and the lack of Didactic Material used in classes.

G. OBJECTIVES

General Objective

To analyze the main methodological factors that difficult the Teaching-Learning Grammar process in first year's students morning shift at Maestro Gabriel Institute in Managua.

Specific Objectives:

- 1) To identify the methodological problems that teachers have in the Teaching-Learning Grammar process.
- 2) To observe Methods, Techniques, and Didactic Materials teachers use in English classes.
- 3) To determine the Instruction teachers have in teaching English as a foreign language .
- 4) To make suggestions in order to increase the quality of the class and students motivation.

H. SYSTEM OF VARIABLES

General Information

Social

Economical

Educational

Variables	Sub Variables	Indicators
I-Personal Information	Sex	Male Female
	Age	10 to 12 13 to 15 16 to 18
II- Social	Live with	Mother Father Both Relatives No Relatives
	Place Where Live	Suburb Colony Residential
III- Economical	Members of the family Who work	4 3 2 1 No one
	Somebody Helps From Abroad	Yes No
IV-Educational	English Grammar practice How often?	Every day Once a week Twice a week Three times a week Never
	How practice English Grammar at home	Watching TV Reading Conversation Listen to music Writing Doing Grammar Exercises

	Grammar	Excellent Good Low
	Vocabulary	Excellent Good Low
	Complete work in class	Individual In group In pairs
	Kind of Didactic Material Teacher Uses	Books Handouts Real objects Recordings
	How practice English Grammar in class	Orally Studying Structures Studying rules Writing exercises Reading and listening

METHODOLOGICAL DESIGN

I. METHODOLOGICAL DESIGN

a- POPULATION AND SAMPLES

For this investigation we took a population of 74 current students from 1st years' in the morning shift at Maestro Gabriel Institute, and a sample of 40 students.

This constitutes 54% students of the total population.

b- METHODOLOGY

Our research was carried out with student from 1st years in the morning shift at Maestro Gabriel Institute in Managua. The information we gathered, came from different books. Although we prepared a survey for students, and two English teachers were interviewed. It was necessary to do three different observation classes to take notes about the main Methodological problems.

We designed the survey according to our general and specific objectives, and the system of variables in order to know the methodological problems in the Grammar Sub-Skill, during the teaching-learning process. The interview for teachers was designed according with our Hypothesis, and the two different observation classes to know the points of view of the English Teachers.

After that some recommendations were given in order to help the teachers to use new methodology and apply some activities, which motivate students to learn English Grammar Structures. We supply some useful materials to the English Teachers for an English practice class.

Finally we did a special class observation in order to take notes about students' behavior using Didactic Materials and new strategies during the presentation of Grammar Structures.

c- PROCEDURE
INTERVIEWS
AUTONOMOUS NATIONAL UNIVERSITY DE NICARAGUA
UNAN - Managua. (Department of English)

Dear students: We request your collaboration with sincere answers to know your opinions on different aspects related with English class. Thank you for allowing us to meet you, we wish you the greatest successes in your studies.

CIRCLE THE LETTER THAT CORRESPONDS TO YOUR ANSWER.

1. – How old are you?

- a) 10 - 12 b) 13 - 15 c) 16 - 18 d) more than 18

2. - Do you like English Grammar class?

- a) a lot b) a little c) very little d) not at all

3. - Are you motivated to learn English Grammar?

- a) a lot b) a little c) very little d) not at all

4. - How do you consider English Grammar class?

- a) Interesting b) dynamic c) boring

5. - Do you think that the English Language will be useful for you in the future?

- a) a lot b) a little c) very little d) not at all

6. - Your participation in English class is:

- a) Excellent b) very good c) good d) bad

7. - With whom do you live?

- a) Mom b) Dad c) Both d) Grandparents
e) Other family f) Not family

a) Excellent b) very good c) good d) bad

17. - Do you look for the meaning of a word when you don't know a word?

a) Always b) sometimes c) never

18. - Do you ask your teacher when you have doubt about something in English class?

a) Always b) sometimes c) never

19. - What type of exercise do you practice most often in English classes?

a) Pronunciation b) songs c) reading
 d) questions about the reading e) dialogues f) dictations
 g) Translations h) copy texts i) listening exercise
 j) Grammatical exercises k) dynamic group activities (competitions - games - tongue twister - mimic - corporal exercises,etc.)

20. – Do you check the Grammar exercises with your partner ?

a) Always b) sometimes c) never

21. – Do you check the Grammar exercises with your teacher ?

a) Always b) sometimes c) never

22. - Do you understand English class when carrying out a grammatical exercise?

a) A lot b) a little c) very little d) not at all

23. - Do you feel confident in yourself when carrying out Grammar exercises?

a) Yes b) No

24. - Outside of the classroom, do you receive the support from a relative to practice what you learned or to complete your tasks?

a) Always b) often c) rarely d) never

25. - How do you complete work in English class?

a) individually b) in pairs c) in groups

26. - Does your teacher speak in English during the classes?

- a) Always b) often c) rarely d) never

27. – What kind of Didactic Materials does your teacher use ?

- a) Books b) paper c) recordings d)objects
e)photocopies f) videos g) other

Which-ones?

28. - Do you feel that your teacher use enough Didactic Materials?

- a) Yes b) No

Why?

29. - What suggestions would you give to improve your English classes?

ENCUESTA
UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
UNAN – Managua. (Departamento de Inglés)

Estimado estudiante: Pedimos tu colaboración con respuestas sinceras para conocer tus opiniones sobre diferentes aspectos relacionados con la clase de Inglés. Gracias por permitirnos conocerte, te deseamos los mayores éxitos en tus estudios.

- **ENCIERRA EN UN CÍRCULO LA LETRA QUE CORRESPONDA A TU RESPUESTA.**

1.- ¿Qué edad tienes?

- a) 10 – 12 b) 13 – 15 c) 16- 18 d) Más de 18

2.- ¿Te gusta la clase de Gramática Inglesa?

- a) mucho b) poco c) muy poco d) para nada

3.- ¿Te sientes motivado a aprender Gramática Inglesa?

- a) bastante b) poco c) muy poco d) para nada

4.- ¿Cómo consideras la clase de Gramática Inglesa?

- a) interesante b) dinámica c) aburrida

5.- ¿Consideras que el Idioma Inglés te será útil en el futuro?

- a) mucho b) poco c) muy poco d) para nada

6.- Tu participación en clase de Inglés es:

a) excelente b) muy buena c) buena d) mala
7.- ¿Con quienes vives?

a) Mamá b) Papá c) Ambos d) Abuelos

e) Otros familiares f) No familiares

8.- ¿En qué barrio vives?

9.- ¿Cuántas personas trabajan en tu casa?

10.- ¿Recibes ayuda económica de alguien en el extranjero?

a) Si

b) No

11.- ¿En que Colegio estudiaste la primaria?

12.- ¿Fuera del Colegio que haces?

a) estudias

b) trabajas

c) haces deporte

13.- ¿En casa estudias la clase de Inglés?

a) todos los días

b) 3 días por semana

c) 2 días por semana

d) 1 día a la semana

e) nunca

14.- ¿Cómo practicas la Gramática Inglesa fuera del Instituto?

- a) ves TV en Inglés b) lees en Inglés c) conversas en Inglés
- d) escuchas canciones en Inglés e) haces ejercicios gramaticales
- f) asistes a un curso de Inglés

15.- Además de la gramática Inglesa, ¿que otras formas practicas en clase?

- a) leer Inglés b) hablar Inglés c) escuchar algo en Inglés
- d) escribir en Inglés e) ninguna de las anteriores

16.- ¿Cómo consideras el vocabulario que posees en Inglés?

- a) excelente b) muy bueno c) bueno d) malo

17.- ¿Consultas una palabra cuando no sabes una palabra?

- a) siempre b) a veces c) nunca

18.- ¿Preguntas al maestro cuando tienes duda sobre algo de la clase de Inglés?

- a) siempre b) a veces c) nunca

19.- ¿Qué tipos de ejercicio practicas más en las clases de Inglés?

- a) Pronunciación b) canciones c) lecturas
- d) preguntas sobre la lectura e) diálogos f) dictados
- g) traducciones h) copiar textos
- i) ejercicios de escucha j) ejercicios gramaticales

k) dinámicas de grupo (competencias – juegos – trabalenguas – mímicas - ejercicios corporales

20.- Al realizar algún tipo de ejercicio, ¿lo revisas con tus compañeros?

a) siempre b) a veces c) nunca

21.- Al realizar algún tipo de ejercicio, ¿lo revisas con tu maestra?

a) siempre b) a veces c) nunca

22.- ¿Entiendes la clase de Inglés al realizar algún ejercicio gramatical?

a) mucho b) poco c) muy poco d) nada

23.- ¿Sientes confianza en ti mismo al realizar ejercicios de Gramática?

a) Si b) No

24.- ¿Fuera del aula de clase, recibes el apoyo de algún familiar para practicar lo aprendido o hacer tus tareas?

a) siempre b) a menudo c) raras veces d) nunca

25.- ¿Cómo trabajas en la clase de Inglés?

a) individual b) en pareja c) en grupo

26.- ¿Tu profesora habla en Inglés durante las clases?

a) siempre b) a menudo c) raras veces d) nunca

27.- ¿Qué medios didácticos usa tu maestra en clases de Inglés?

a) libros b) láminas c) grabadora d) objetos

e) fotocopias f) video g) otros

¿Cuáles?

28.- ¿Consideras que los medios didácticos que usa tu maestra son suficientes?

a) Si

b) No

Por qué ?

29.- ¿Qué sugerencias darías para mejorar las clases de Inglés?

**AUTONOMOUS NATIONAL UNIVERSITY DE NICARAGUA
UNAN - Managua. (Department of English)**

INTERVIEWS

Dear professor: The present interview is an investigative instrument that allows us (Students from UNAN Managua) to know the reality of the teaching-learning process in the classrooms at the public secondary schools . We thank you for your collaboration with our investigative work.

QUESTIONS:

Circle the letter that correspond with your answer.

1. How many students are registered in this level? (1st year)
(per classroom)

a) _____ b) _____ c) _____

2. How many hours by week do the students receive English class?

3. What texts do they use?

How many students have the text book?

a) _____ b) _____ c) _____

4. What kind of method do you use in your English class?

5. What kind of didactic materials are used in your English classes?

6. Do you use Visual Aids in your classes?

7. How do you evaluate your students?

- | | |
|------------------------------|------------------------|
| a) Class Work | d) Monthly Exams |
| b) Homework | e) Other (write below) |
| c) systematic proof (grades) | |
-

8. How do you present the grammatical structures in class?

9. What level of difficulty do the students present in the learning of the grammatical structures?

- | | |
|-------------------------------|-------------------------------|
| a) Complete difficulty (100%) | d) Little difficulty (20-30%) |
| b) A lot of difficulty (80%) | e) No difficulty (0%) |
| c) Average difficulty (50%) | |

10-What kind of technics or strategies do you use to practice Grammar with your students?

11.-According with the content you have taught, students learn in:

- a) 100% b) 90% c) 70% d) 60% e) 50% less

12. What kind of support do you receive?

- a) Material b) technical support c) Training d) Laboratory
e) Other

13. What are the main problems that you face in the Teaching-Learning process?

14. Mention a technique or strategy that you had worked in the classroom.

15. In your opinion what would be the immediate necessities in English class?

16. Circle the level of education that you have received.

- | | |
|---------------------------------|--------------------------------|
| a) High school | e) Bachelor (English Language) |
| b) Teacher of Elementary School | f) Training (English) |
| c) English Courses by levels | g)None |
| d) Teacher of Secondary School | |

17.How long have you taught English?

18.Age: _____

19.What level of English have you taught:

- | | |
|---------------------|---------------|
| a) Pre-Shool | d) University |
| b) Primary School | e) By levels |
| c) Secondary School | |

20. Do you plan your classes?

- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

21. Select the activities that you carry out to increase the participation of your students:

- | | |
|--------------------|--------------------|
| a) Listening texts | f) Games of Riddle |
|--------------------|--------------------|

- b) repetition exercises
- c) substitution exercises
- d) dialogues
- e) oral Practice
- k) other _____
- g) paragraph copy, sentences, reading
- h) dictation
- i) partner dramas
- j) group Activities

22. What resources do you use?

- a) Slate or Black Board
- b) Color cards
- c) Cards with written words
- d) Real Objects
- e) Posters on the wall
- f) Photocopies
- g) Recordings on CD or cassette

23. What kind of strategies do you use to make the lesson easier?

- a) Mimic
- b) Facial Expressions
- c) Drawings and figures _____
- d) Explanations in Spanish
- e) Other _____

24. What are the abilities and sub-abilities that you taught in class?

- a) Speaking
- d) Listening
- g) Pronunciation
- b) Writing
- e) Vocabulary
- c) Reading
- f) Grammar

Observation Class
Maestro Gabriel Institute
English Class Observation

Date: 19 / 09 / 2007

Class N° 1

Shift: Morning

Categories for Observation.

- Teaching procedures.
- Use of teaching.
- Involvement of Class.
- Command of English.

The class started at 7:20 am. There were only 9 students. The teacher began with English greetings and then wrote the theme and the date on the board. Orally gave the aims of the class. At the same time a female student was cleaning the classroom and another student was checking attendance. The other students were copying the exercises written on the board.

Theme: Cardinal numbers.

Objective: to practice number from 1 to 10 in different ways to know them orally and in written form.

Exercise 1: Write the following numbers in English:

- | | |
|-----|------|
| • 3 | • 9 |
| • 5 | • 10 |
| • 7 | • 4 |

Exercise 2: Match numbers with the correct word in English:

- | | |
|-------|---------|
| • 7 | • Eight |
| • 6 | • Three |
| • 8 | • Two |
| • 3 | • One |
| • 1 | • Seven |
| • 2 | |
| • Six | |

Exercise 3: Dictation.

The teacher wrote the words of different numbers on the board and the dictated numbers, students had to write numbers next to the word with the sound dictated. Finally teacher did the Evaluation of the class asking some questions about the topic.

Homework: write each number from 1 to 10 in cards using different colors.

Important elements.

- Class is supposed to begin at 7 am, but students were arriving during the English class until complete the final attendants of 20 students. (12 female and 8 male).
- Students have a cleaning role for everyday.
- Teacher used English Language to instruct a little time during the class.
- The chair arrangement was the traditional one.
- Some students were talking during explanation and evaluation of the class.
- Students have minimal classroom conditions (clean and everybody has chair to sit down) enough light and a white board.
- Teacher didn't use didactic resources like charts, cards, handouts, or a tape recorder.

Observation Class
Maestro Gabriel Institute
English Class Observation

Date: 20 / 09 / 2007

Class N° 2

Shift: Morning

Categories for Observation.

- Teaching procedures.
- Use of teaching.
- Involvement of Class.
- Command of English.

The class began at 7:40 am. Teacher said greetings but students didn't answer because they were talking to each other. The teacher wrote the topic, date and the objective of the class. Open the class asking about student's knowledge about numbers. The students give opinions at the same time. A student checks attendance for the class. It was 26 students, 14 female and 12 male. In the back of the classroom the students were talking during the class and showing bad behavior using bad words.

The topic and objective was the same of the class N° 1 but in this case many were difficult to control by the teacher. During the class a supervisor was checking the class and lesson plan of the English Teacher. The time wasn't enough to complete the lesson plan. So it wasn't final evaluation of the class.

Important Elements.

- The classroom was clean and every students was sitting.
- Student's participation was better than the first observation class.
- There were students who were difficult for the teacher to control.
- The teacher used the mother tongue the entire time to explain the activities in each exercise.
- In general the girls had better behavior than the boys.
- The teacher didn't have good markers to write on the board.

- The lack of control of the students by the teacher was difficult to develop the lesson plan.
- The chair arrangement was the traditional style.
- Students don't have English text books, teacher wrote all of the exercises on the board and gave an explanation.

J-DISCUSSION OF RESULTS

Comments about student's survey

TABLE N° 1			
INDICATOR	RANGE OF AVERAGE	QUANTITY OF STUDENTS	PERCENTAGE
AGE	10-12	23	57.5%
	13-15	15	37.5%
	16-18	2	5%
TOTAL		40	100%
SEX	FEMALE	15	37.5%
	MALE	25	62.5%
TOTAL		40	100%

GENERAL INFORMATION

- ✚ 23 students oscillate between 10 to 12 years which is the 57.5%
- ✚ 15 students oscillate between 13 to 15 years which is the 37.5%
- ✚ 2 students oscillate between 16 to 18 years which is the 5%
- ✚ According to the sex 15 boys and 25 girls were interviewed which means 37.5% for boys and 62.5% for girls for a total of 100%

SOCIAL INFORMATION

Table N° 2			
Live with	Mother	16	40%
	Father	17	42.5%
	Both	5	12.5%
	Relatives	-	-
	No relatives	2	5%
TOTAL		40	100%
Place you live	Suburb	33	82.5%
	Colony	7	17.5%
TOTAL		40	100%

EDUCATIONAL INFORMATION

How do you consider English Grammar class?

Table N° 3		
INDICATOR	TOTAL	PERCENTAGE
Interesting	26	65%
Dynamic	12	30%
Boring	2	5%
TOTAL	40	100%

How do you consider the vocabulary that you possess in English?

Table N° 4		
INDICATOR	TOTAL	PERCENTAGE
Excellent	12	30%
Very good	15	37.5%
Good	10	25%
Bad	3	7.5%
TOTAL	40	100%

How often do you study English class outside the school?

Table N° 5		
INDICATOR	TOTAL	PERCENTAGE
Every day	6	15%
3 days per week	16	40%
2 day per week	6	15%
1 day a week	7	17.5%
Never	5	12.5%
TOTAL	40	100%

How do you practice English Grammar outside of the Institute?

Table N° 6		
INDICATOR	TOTAL	PERCENTAGE
You watch TV in English	9	22.5%
You read in English	5	12.5%
You converse in English	2	5%
You listen to songs in English	21	52.5%
You do grammatical writing exercises	2	5%
You attend in class	1	2.5%
TOTAL	40	100%

Besides English grammar what other skills do you practice in class?

Table N° 7		
INDICATOR	TOTAL	PERCENTAGE
Reading in English	20	50%
Speaking English		0%
Listening to something in English	3	7.5%
Writing in English	10	25%
None of the previous ones	7	17.5%
TOTAL	40	100%

Do you ask the teacher when you have doubt about something in English class?

Table N° 8		
INDICATOR	TOTAL	PERCENTAGE
Always	16	40%
Sometimes	16	40%
Never	8	20%
TOTAL	40	100%

What type of exercise do you practice most often in English classes?

Table N° 9		
INDICATOR	TOTAL	PERCENTAGE
Pronunciation	15	37.5%
Songs	2	5%
Reading	3	7.5%
Dialogues	8	20%
Dictation	3	7.5%
Translation	7	17.5%
Dinamic groups	2	5%
TOTAL	40	100%

When you do a Grammar exercise, do you check it with your partners?

Table N° 10		
INDICATOR	TOTAL	PERCENTAGE
Always	9	22.5%
Sometimes	15	37.5%
Seldom	12	30%
Never	4	10%
TOTAL	40	100%

Do you understand English class when you carry out a grammatical exercise?

Table N° 11		
INDICATOR	TOTAL	PERCENTAGE
A lot	11	27.5%
A little	25	62.5%
Not at all	4	10%
TOTAL	40	100%

Outside of the classroom, do you receive the support from a relative to practice what you learned or to complete your tasks?

Table N° 12		
INDICATOR	TOTAL	PERCENTAGE
Always	14	35%
Often	13	32.5%
Rarely	8	20%
Never	5	12.5%
TOTAL	40	100%

Do you feel confident in yourself when you carry out a Grammar exercises?

Table N° 13		
INDICATOR	TOTAL	PERCENTAGE
Yes	32	80%
No	8	20%
TOTAL	40	100%

How do you complete work in English class?

Table N° 14		
INDICATOR	TOTAL	PERCENTAGE
Individual	25	62.5%
In pairs	10	25%
In group	5	12.5%
TOTAL	40	100%

Does your teacher speak in English during the classes?

Table N° 15		
INDICATOR	TOTAL	PERCENTAGE
Always	8	20%
Often	9	22.5%
Rarely	13	32.5%
Never	10	25%
TOTAL	40	100%

What kind of Didactic Materials does your teacher use in English Class ?

Table N° 16		
INDICATOR	TOTAL	PERCENTAGE
Books	18	45%
Paper	9	22.5%
Recording	9	22.5%
Real objects	4	10%
TOTAL	40	100%

K-CONCLUSION

This research work has been very important for us. Through the different stages of the investigative process we learned a lot. At this time we can say the Methodological Problems in the Teaching – Learning Grammar process in first year's students at Maestro Gabriel Institute in Managua is a fact ! Through the instruments we used with the students and teachers, we had verified that there are some Methodological deficiencies. The surveys showed students don't have interest in studying English Grammar, and motivation is absent.

The lack of teaching resources, lack of use of modern techniques and strategies to make an interesting class are the main difficulties. The teacher's interviews were very important to know that they don't have support from the institute's Principal. He doesn't supply teachers with enough Didactic Materials, classroom conditions and instructions to teach a better class. Using old strategies, old techniques, teachers don't develop a class to reach the objectives they have proposed.

Some teachers don't have the correct or enough instruction to teach English as a foreign language. The Rector Organ (Education's Ministry) doesn't have real interest in English Teaching. Actually English Programs and books are very old (more than twenty years), so, urge teachers instructions with the real vision about teaching English as a foreign language.

Teachers have to use modern text and new programs. We can say that the low salaries that teachers receive, directly affects quality of teaching English . The observation classes allowed us to determine the Methodological Problems teachers have in the Grammar Teaching Learning Process.

- The lack of adequate Didactic Materials.
- Poor lesson plans.
- The lack of use a correct Methodology.
- Short time to develop the contents.

In addition to:

- The bad condition of the building.
- They don't have enough budgets to clean classrooms, toilets, etc; to pay guards, or to keep the building in good conditions. Right now it is destroyed.

L-RECOMMENDATIONS

The real conditions in Public High Schools are limited. There is a large challenge for English Teachers in the first years of secondary school. In the practice about 90% of students don't have basic knowledge on English Grammar, because they have never heard about it. Teachers have to design strategies using modern techniques to the Grammar teaching. They have to do funny activities that motivate students to study and learn the Grammar structures and the rules that direct the English Language in a cheerful and sure way.

The use of those Materials, which are in our environment like newspaper articles, magazines, real objects, flowers, etc., could replace a lot the modern materials supply. A good practice is to have students producing teaching materials to be used in the following class to motivate the students to feel interest in learning an "x" Grammar structure. The wall charts and pictures that students create will maintain the classroom and give everyday information to the students.

The students will remain those contents and will study the Grammar structures. When the teacher uses pictures, gestures, games, songs, dynamic group activities; the students learn Grammar and Vocabulary at the same time. The traditional chair arrangement could vary according to the activity that the teacher presents. (Orderly rows – circle – horse's shoes - separate tables - whole class – grouping - in pairs – individual work). The work in groups is better for learning a Grammar topic and practicing it.

Advanced students could help in groups those students that have difficulties learning. The use of modern texts with contents according to young people is very important. Teachers are identified with the students they teach.

Give higher marks to those activities, which students have good participation in the Grammar structures learning. Given lower marks to those activities that are stressful for students, like quizzes and tests.

Another but important recommendation is the participation of the teacher in all instructional opportunities to improve day by day their knowledge about different

topics and using new strategies and techniques to apply in class. Teachers who don't have a University Degree could come to UNAN Managua and begin a high Ins

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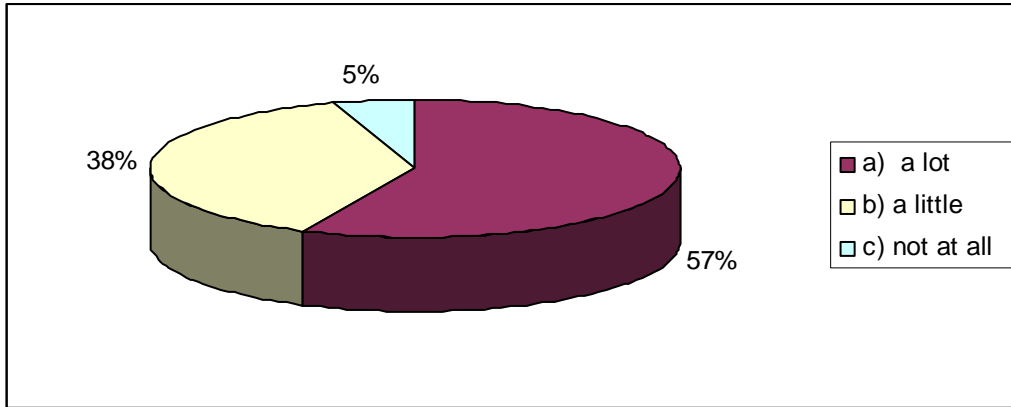
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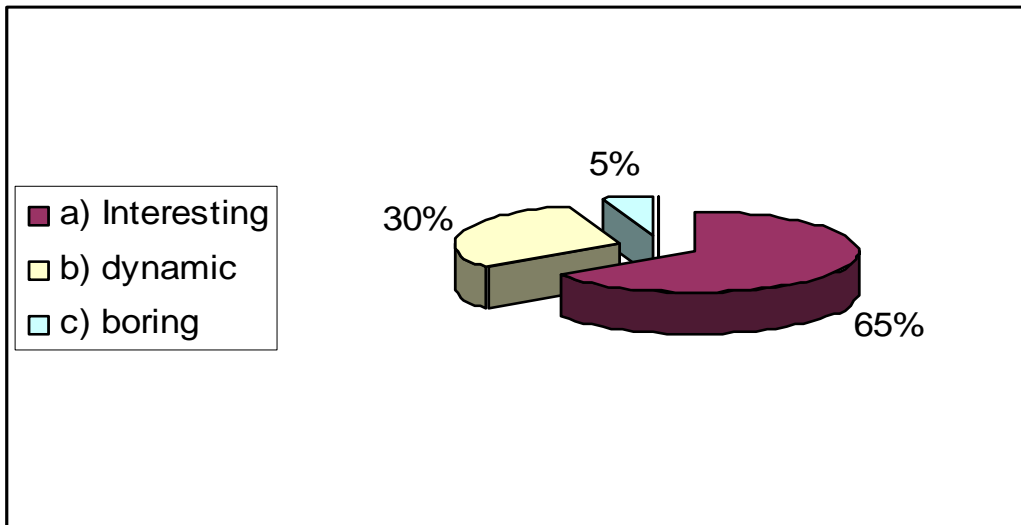
ANNEXES

N. ANNEXES

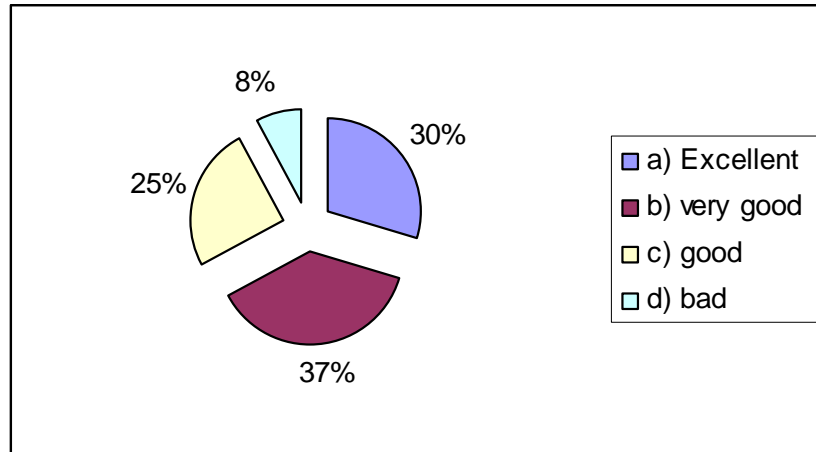
Do you like English Grammar class?



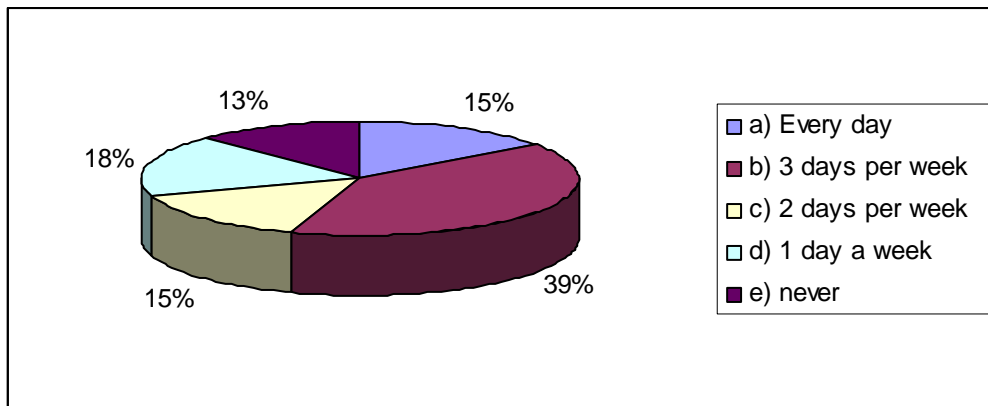
How do you consider English Grammar class?



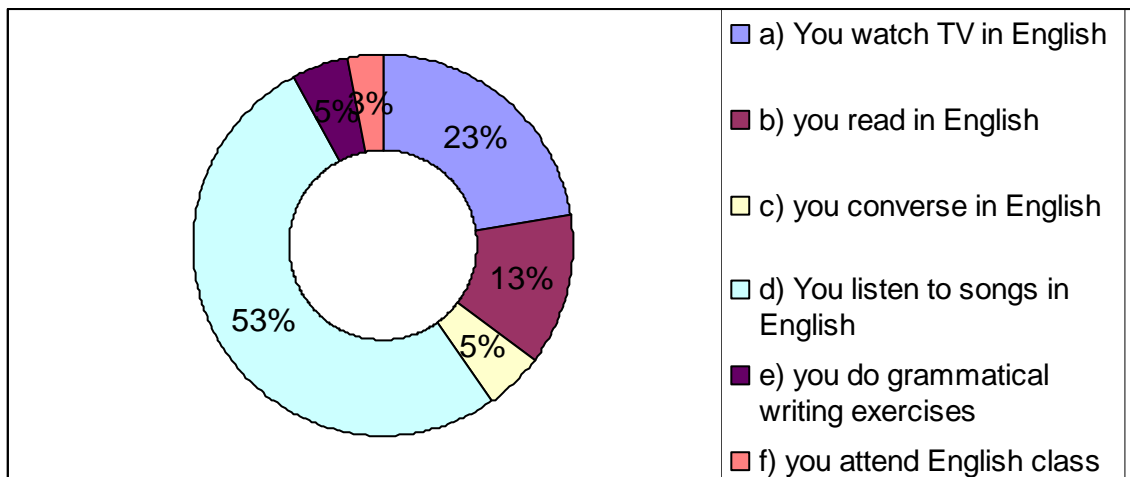
You participation in English Grammar class is:



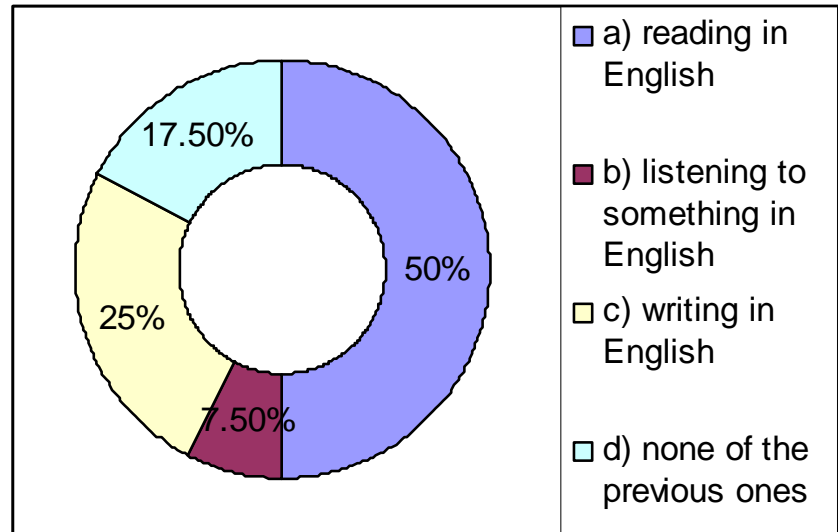
How often do you study English Grammar class outside the school?



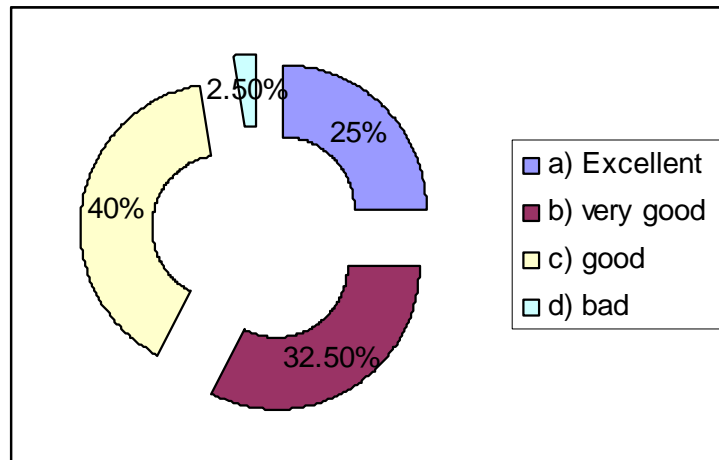
How do you practice English Grammar outside of the Institute?



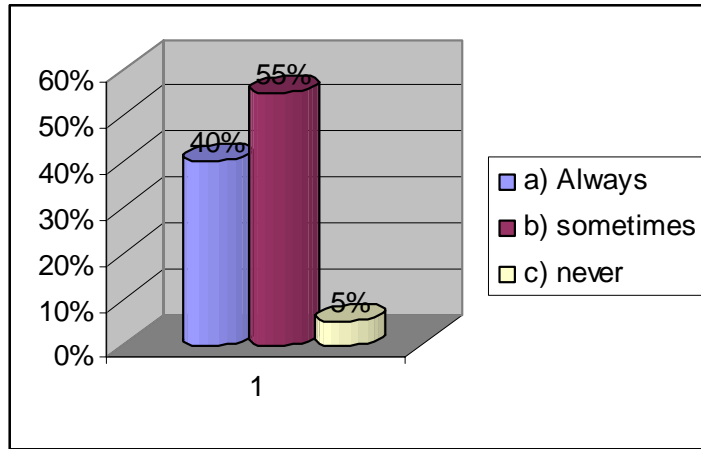
Beside English Grammar what other Skills do you practice in class?



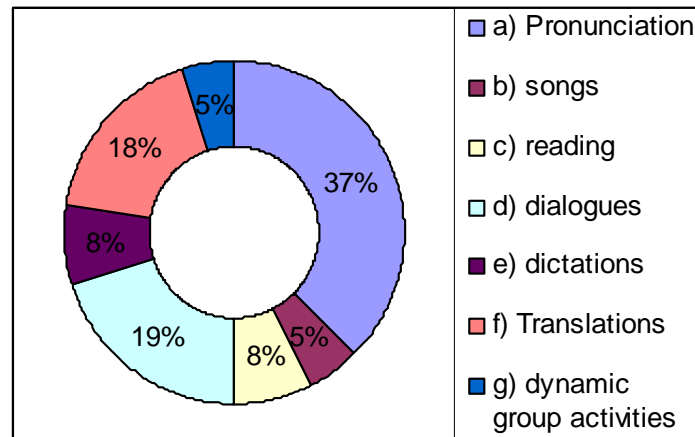
How do you consider the Vocabulary that you possess in English?



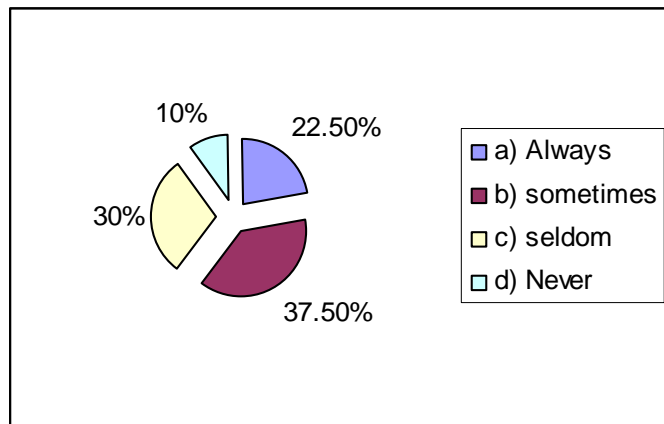
Do you ask the teacher when you have doubts about something in English class?



What type of exercise do you practice most often in English classes?

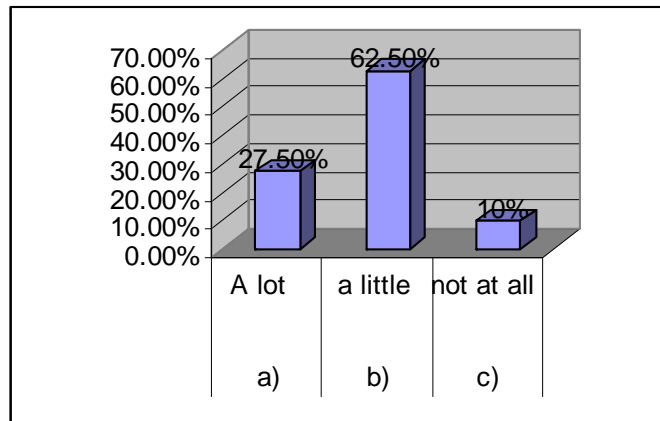


When you do a Grammar exercise, do you check it with your partners?

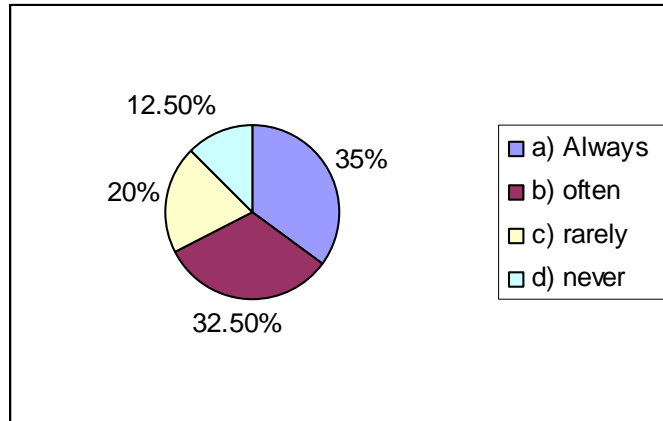


Do you understand English class when you are carrying out a grammatical

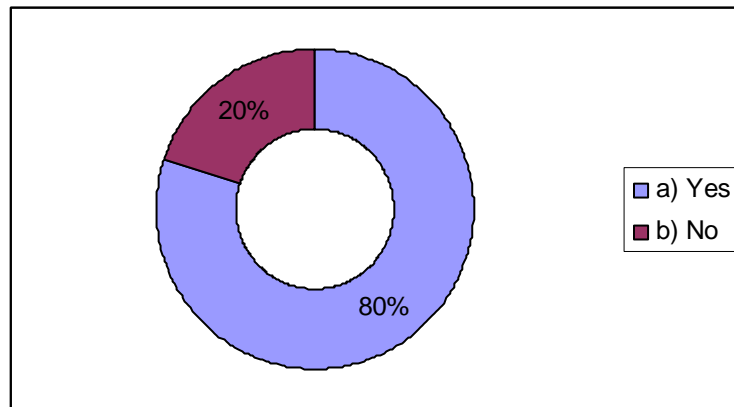
exercise?



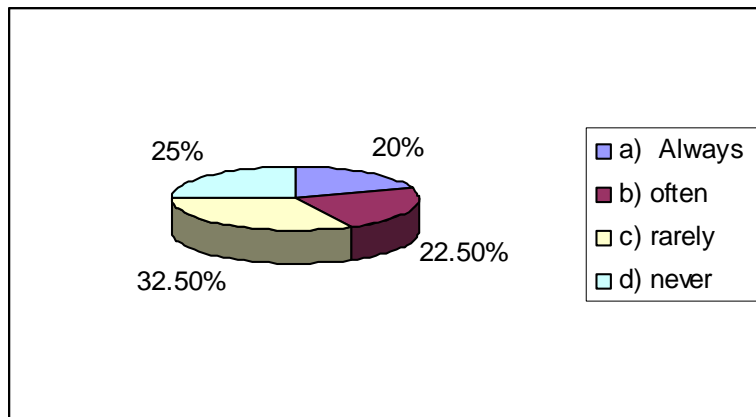
Outside of the classroom, do you receive the support from a relative to practice what you learned or to complete your tasks?



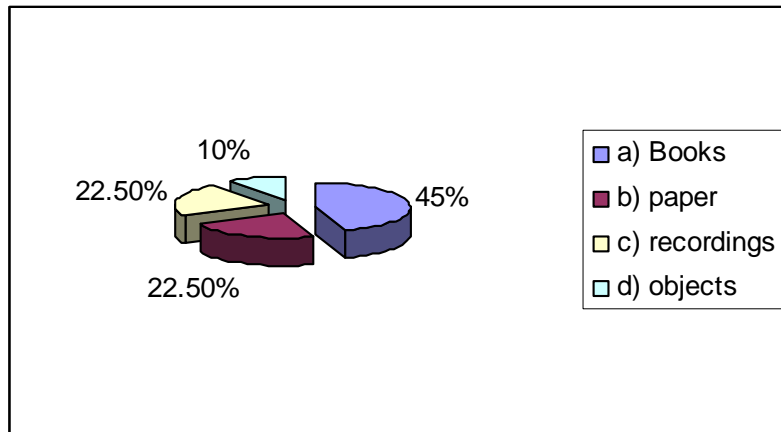
Do you feel confident in yourself when carrying out Grammar exercises?



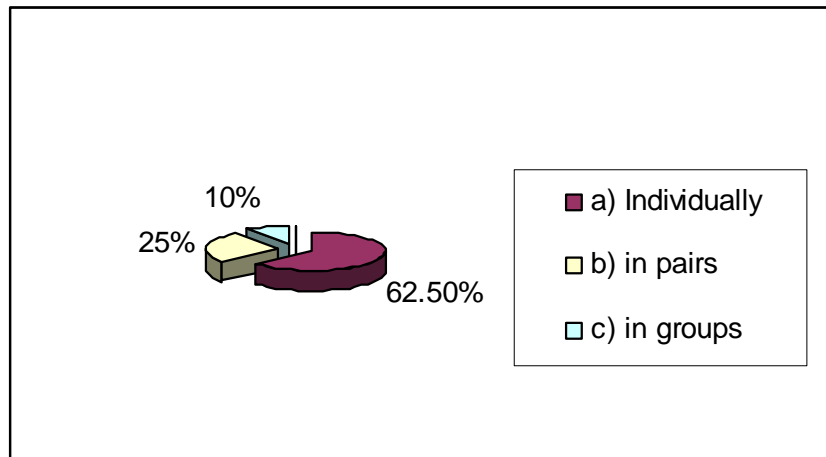
Does your teacher speak in English during the classes?



What kind of Didactic Material does your teacher use in class?



How do you complete work in English class?



CHRONOGRAM OF ACTIVITIES

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
Problem and Sub-Problems	✓			
Hipótesis	✓			
Theoretical Framework	✓			
Justification	✓			
Objetives	✓			
Sistem of Variables	✓			
Methodology Design		✓	✓	
Discusion of Results			✓	
Conclusions				✓
Recommendations				✓
Bibliography				✓
Annexes				✓



Students have time to do sports, too.



There was a good time when the institute had its own bus school.



The grass and bushes around the building are very dangerous for students.



There are a lot of chairs waiting for a repair.



This is a model class.



The toilet is sometimes dirty, because nobody cleans it.