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ENGLISH LANGUAGE DEPARMENT**



Theme: Difficulties students have in using Grammar in the 3th year in the afternoon shift in high school Camino Del Rio.

Graduating seminar

Research submitted in partial fulfillment of the requirements for a B.A degree in teaching English as Foreign language.

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DEDICATORY

We want to dedicate this work especially to God, who gives us health and wisdom and faith to carry out our research.

We also want to dedicate it to our parents and teacher Hans Miranda for his affect, patient, and time that brought us during this semester.

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ABSTRACT

Based on our research “why do students of 3th years in the afternoon shift in the high school Camino del Rio have difficulties in the use of grammar the first semester 2007” done inour information gathered from of 3th year afternoon shift of school “CAMINO DEL RIO”.

First, to collect the information we talked with the director to who we request permission to visit the center and interview the students. After that, we visited and interviewed some students we wanted to know about the different strategies which are used by the teacher in the classroom, and whatever other factor that affect the students.

When we finished collecting the information we reviewed the answer obtained, which where made during the process.

Second, we interviewed the English teacher because we wanted to know about didactical resources used in the class grammar. Also we observed the class which elaborated a guide for observation in the classroom. We used the survey and the interview as instrument. We made our survey according to the system of variables.

In the survey we made a questionnaire that they answered, and then we analyzed the result of the questionnaire that helped us to identify that affect mostly to the students in using grammar

INTRODUCTION

The present work deals with grammar problems in students of the third year at Camino Del Rio School.

We pretend with this investigation firstly to find out the difficulties students have in using grammar in the 3th year to provide some suggestions to solve these problems.

Learning to write a second language is very difficult lack has to be surmounted in order to meat social demands and the entire requirement in the vocational or technical field in the future. To achieve it is important to start from the beginning of the language leaning course to use any suitable technique.

According to the results of the survey and interviews we identify some of the problems students have in grammar and we also expect to give to teachers, students, parents in order to improve students learning.

PROBLEM

WHY DO STUDENTS OF 3th YEARS IN THE AFTERNOON SHIFT IN THE HIGH SCHOOL CAMINO DELRIO HAVE DIFFICULTIES IN THE USE OF GRAMMAR THE FIRST SEMESTRE 2007?

HYPOTHESES

The lack of use of didactical resources and strategies by the English teacher causes the different problems that affect the students in acquiring grammar skill.

THEORETICAL FRAMEWORK

What is grammar?

Definitions

Grammar is defined as the way a language manipulates and combines words in order to form longer units of meaning.

Others author defined grammar as follows:

- a) Grammar is a subset of rules which governs the configurations that the morphology and syntax of a language assume.
- b) The study of how words and their components parts combine to form sentences.
- c) The study of structural relationship in a language, sometimes including pronoun meaning and linguistics history.
- d) The syntax of inflections, syntax and word formation of a language.
- e) The system of rules implicit in a language, viewed as a mechanism for generating all sentences possible in that language.

Without grammar, words hang together without any real meaning or sense. In order to be able to speak a language to some degree of proficiency and to be able to say what we really want to say, we need to have some grammatical knowledge. By teaching grammar we not only give our students the means to express themselves, but we also fulfil their expectations of what learning a foreign language involves. Fortunately, nowadays with the emphasis on a communicative approach and a wealth of stimulating resources, teaching grammar does not necessarily mean endless conjugation of verbs or grammar translation.

Grammar is central to the teaching and learning of language, it is also one of the most difficult aspects of language to teach well.

Methods for teaching grammar.

The Traditional Deductive Approach

The traditional approach for teaching any language is to present, in a logical and systematic fashion, the fundamentals: vocabulary, noun and verb paradigms, rules of syntax, etc. This can be done with textbook, workbook, reading and notes or any combination thereof. The student memorizes the facts, and is tested with translation and composition exercises. It is like learning to play a musical instrument: one first learns the fingering, then the notes, and then he practices small pieces. Large pieces cannot be attempted until the fundamentals are mastered. In the same way, the language student cannot read extensively in the language until he has mastered the fundamentals.

We know the deductive method works, because it has worked for millennia.

The earliest grammar textbook was *Techne Grammatike*, written by Dionysius Thrax (around 100 B.C.). It was used as a textbook until the 18th century A.D. It is the basis provided of ALL modern grammars of ALL languages.

The deductive method is effective to the degree it is clear, comprehensive and digestible. Unfortunately, this method has become less digestible to products of modern culture who are not trained to think deductively and systematically; who lack self-discipline; and who find it difficult to sustain interest without entertaining stimuli and immediate rewards. [Ain't it the truth?] Studies become tedious, painful, and boring when the student's interest wanes. Many modern deductive grammars slap the student in the face in the first lesson with declensions and conjugations with which he has no familiarity.

Deductive and Inductive Methods

The effectiveness of deductive and inductive approaches, aiming at maximizing the students' opportunity to practice thinking skills, Deductive learning is an approach to language teaching in which learners are taught rules and given specific information about a language. Then, they apply these rules when they use the language. This may be contrasted with inductive learning in which

learners are not taught rules directly, but are left to discover-or induce-rules from 5their experience of using the language.

A number of research studies have reported that successful learners often adopt certain learning strategies such as seeking out practice opportunities or mouthing the questions put to other learners. Inductive and deductive models offer this chance to learners because these two models foster a cooperative atmosphere among students. According to celce-murcia et al (1997), the communicative classroom dominated by formal instruction.

Thus, it is not at all surprisingly that deductive and inductive approaches have met with such enthusiasm, they are intuitively very appealing. Students can learn best once they have achieved basic comprehension and can accept feedback in the form of their production in meaningful discourse. There must be opportunities when students in the classroom use language to communicate ideas and not just listen to their teachers. Learning deductively and inductively is among the communicative approaches that encourage students to communicate fluently.

Techniques for Teaching Grammar

The techniques should vary according to the match being emphasized. In structural social matches such as modals and requests, the degree of politeness depends on the Social relationship between the speaker and his or her interlocutor, dramatization and other dynamic Interactional techniques allow learners to make the connection between the structure and social function.

If one is teaching quantifiers, locative prepositions, or modals of logical probability structure-meaning matches the most useful techniques are demonstrations, and TPR (Total Physical Respond) activities.

With structure discourse matches, the major techniques include text generation, manipulation, and explanation. One can use dynamic piece of discourse such as a natural dialog for the text. Explanation and demonstration can be used to

focus students' attention on the text itself and its cohesion, rather on pragmatics or semantic factors.

The structure Social match and the dynamic techniques it suggests in turn suggest teacher activities such as role-playing, storytelling and students-generated slits; indeed any resource which allows students to understand and focus on social factors that affect language use which allows students to understand and focus on social factors that affect language use would be appropriate.

Strategies for Learning Grammar

Language teachers and language learners are often frustrated by the disconnect between knowing the rules of Grammar and being able to apply those rules automatically in listening, speaking, reading, and writing . This disconnect reflects a separation between declarative knowledge and procedural knowledge.

Declarative knowledge is knowledge about something. Declarative knowledge enables students to describe a rule of Grammar and apply it in pattern practice drills.

Procedural knowledge is knowledge of how to do something. Procedural knowledge enables student to apply the rule of Grammar communication.

For example: Declarative knowledge is what you have when you read and understand the instruction for programming the DVD player. Procedural knowledge is what is demonstrated when you program the DVD player.

Procedural knowledge does not translate automatically into declarative knowledge; many native speakers can use their language clearly and correctly without being able to state the rule of its Grammar. Likewise declarative knowledge does not translate automatically into procedural knowledge, students maybe able to state a grammar rule, but consistently fail to apply the rule when speaking or writing.

To address the declarative knowledge/procedural knowledge dichotomy teachers can apply several strategies.

Grammar in context

To present grammar in a realistic context you can begin with a reading. Students first focus on the meaning of the reading, thereby establishing a context for the language study before they focus on the target grammatical structure.

The reading text presents language in various formats, including newspaper and magazine articles, essays, conversations, and stories. When the text is particularly challenging you may supply the questions before the reading. When the text is easier, present the comprehension question after the reading.

The next step is to get students to identify the target grammatical structure(s) embedded in the reading:

- Provide students with one example of each target structure.
- Ask inductive questions to get students to identify the form of the grammatical structures and key grammar points.
- List students' responses to these questions on the board. As students continue on to the grammar presentation, they may compare these notes with the information presented in the grammar charts and grammar notes.

Grammar presentation

At this point of the lesson, students should understand the structures in context and now ready to study the forms in isolation. This section presents the target grammatical structures in a straightforward and comprehensive way. The grammar charts focus students in the form and mechanics of the grammatical structure. The grammar notes list the grammar points and exceptions in order to help students understand variations in the meaning, use and form of the structures.

Grammar charts: are charts in which grammar is presented visually. It is important to allow ample time for this part of the lessons so that students can internalize the patterns.

1. Write key paradigms on the board and circle or underline important features, such as gerunds or noun clauses.
2. Give additional examples: Encourage students to supply their own examples.
3. Use magazine, pictures and other cues for a drill set that students become accustomed to producing the form.

Grammar notes: these notes pull together and make explicit the information about the meaning, use and form that students have encountered in the introductory reading and grammar charts; they also offer information about degrees of formality. These will help the students to use the forms appropriately as well as correctly.

1. Ask students to read each note. Write the example in the board and highlight important features.
2. Give additional example and students to supply their own.
3. Check students' comprehension by asking them to complete a sentence or fill in the blank of a sentence.

How to teach strategies in the classroom?

Just what are all these tricks of the trade that we're calling "strategies"? Rebecca Oxford (1990) provides the most comprehensive taxonomy of learning strategies currently available. These strategies are divided into what have come to be known as direct or cognitive strategies, in which learning process. Direct strategies include a number of different ways of:

- a) Remembering more effectively,
- b) Using all your cognitive processes.
- c) Compensating for missing knowledge.

Indirect strategies, according to Oxford's Taxonomy, include:

- 1) Organizing and evaluating your learning.
- 2) Managing your emotions.
- 3) Learning with others.

There are at least four different approaches you can take to teaching strategies in the language classroom:

1. Teach strategies through interactive techniques

Many strategies are related to, and actually become, the outward manifestation of styles. For example, a risk-taking style would result in seeking practice opportunities, making conversation even when it isn't "necessary", trying out language you're not sure of, asking for correction, making guesses about what this plethora of possible strategies is to promote the "ten commandments" above through your own classroom techniques. Some techniques will be the ones you would utilize anyway. Other techniques will perhaps be specifically geared toward building strategic.

2. Use compensatory techniques

A related avenue for SBI is in the specific identification of techniques that aim to compensate for certain style weaknesses. Two decades ago, Alice Omaggio 1981 published a little book that classified some fifty-five different techniques according to numerous cognitive style "problems" that might prevent students from reaching their highest potential. For example "excessive effectiveness /caution" is a problem that might apply to certain students in your class: they are unwilling to take risk; they pause too long before responding orally; they want to get everything right before they attempt to speak or write. Several dozen techniques are then "prescribed" to help such students overcome their problem. Here are some typical cognitive style "problem" and a few techniques you might prescribe to help overcome each problem.

- 1) Low tolerance of ambiguity: brainstorming, retelling stories role-play finding synonyms.

B. Now say complete sentences.

1. Keiko always works hard
2. She is always on time for work.
- 3.-
- 4.-
- 5.-
- 6.-
- 7.-
- 8.-
- 9.-

2. **Objects:** Objects into the classroom not only liven up the context but provide a kinesthetic, hands-on dimension to your teaching. By engaging students in communications with each other, you also stimulate them to practice conversation rules and other discourse constraints. To teach the possessive to beginning level students, for example, bring in a few small items such as a necklace, a purse, and some glasses.

3. **Maps and drawing:** maps, also mentioned in the discussion about group work, are practical and simple visual aids in a classroom. Useful for jigsaw, information-gap, and other interactive techniques, they can also serve to illustrate certain grammatical structures. For example, maps can stimulate Learner's use of.

1. Prepositional phrases (up the street, on the left, over the bill, etc)
2. Question forms (where, how do I get to, can you tell me, is this, etc)
3. Imperative (go, walk, look out for, etc).
4. Appropriate discourse for getting someones attention, asking for directions, receiving and clarifying given information, and terminating the conversation.

4. **Dialogue:** are techniques for introducing and practicing grammatical points, consider the dialogue with the suggestion for teacher.

WHAT ARE YOU DOING NEXT WEEK?

Look at the picture then listen as you read the conversation.

Carlos: What are you doing during the school break?

Tetsuo: I'm going to NEW YORK. What about you? Are you staying in Dallas, or are you going away?

Carlos: I'm going to Los Angeles for a week. I want to go the beach.

Tetsuo: When are you leaving?

Carlos: I know. I need a rest, too. Say, I'm thirsty. Let's get something to drink.

Tetsuo: Good idea: How much is a soda?

Carlos: fifty cents. Do you have change for a dollar?

Tetsuo: yes, I think so.

5.-Written texts: at the very simple mechanical level, a text might be used get a certain verb tense, such as in the passage or simple to illustrate a grammatical category. In the latter, written discourse rules for paragraphing discourse rules for paragraphing and sequencing ideas can also be attend to.

Ex.

- Write a short text about Reggeton music.
- Describe in ten lines about your hobbie.

MOTIVATION

Motivation: is a basic principle of all kinds of teaching it is true that there is a certain superficial satisfaction in getting things right. The students. Who is satisfied by doing? Mechanical language exercises correctly have the some superficial motivation as the needle woman working on the samplers the learner driver perating a simulator of tyro nurse giving injections. The language student in the best motivated by practice in which he senses the language is truly communicative that t is appropriate to its cortex, that this teaching skill are moving him forward to a fuller competence in the foreign language, perfectly adequate response in the classroom when given a clear stimulus by their teacher, but who were incaple of dealing a tall convincingly with the social

situation when they meet their first English talking partner. It is particularly important, therefore, that these stages of controlled, is guided and free practice should always be seen in his oral fluency. He must be prepared by his teacher for actual communication with other social partners and the teaching must develop this competence in the learner.

Learning to use a language thus involves a great deal more than acquiring grammar and vocabulary and a responsible pronunciation. It involves the competence to interpret other speakers to the whole using our mother tongue, most of us have very little awareness of how we utter our behavior and language to suit the occasion we learned what we know either subconsciously while emulating the models around us or slightly more consciously when feedback indicates that we were successful or unsuccessful, in which case we might have been bought and corrected by admonitions like.

MOTIVATOR-MOTIVATED

As a generalization, adults take responsibility in society, for their own actions and for their consequences, in the classroom also, adults take more responsibility for the learning process, and really tests on the teacher's initiative in making activities attractive or providing incentives. They are also usually more motivated in the first place this motivation tends to be relatively stable, it does not.

Thus although the raising and maintaining of learner motivation is a basic component of teaching activities with all age groups, it usually demands perhaps less investment of effort and time on the part of teachers.

Learners learn better when they are relaxed and secure. Creating a positive atmosphere in the classroom is crucial to the success of learning. Should be afraid of their teacher very often, are involved in grammar or vocabulary excesses in class. The focus of these is on form example correct language rather than meaningful use of language. While these excesses have their use in encouraging students to notice grammatical form example correct language

rather than meaningful use of language. While these excesses have their use in encouraging students to notice grammatical form they may often be mechanical and not very meaningful. Students learn best when they are doing something with language for a particular purpose.

Various studies have found that motivation is strongly related to achievement in language learning. The questions then needs to be asked which is the cause and which the result? In other words, does success in languages? Or Both? Another question for which there is no conclusive evidence is whether motivation is more, or less important than natural aptitudes for learning language, though at least one well known study (Norman Etal. 1978) tends toward the clam that motivation is more important.

The nature of student participation for the recording to be affective as a teaching instrument, it most encourage student participation

TERM ACQUISITION: is used here for the process where language is acquired as a result of natural and largely random exposure to language, the term language learning where the exposure is structured through language teaching.

GRAMMAR ACQUISITION

Some of my early post-dissertation work explored computational models of first language acquisition in particular the acquisition of syntax. The amber model, which represented grammatical knowledge as production rules and relied on discrimination mechanism for learning, marched a number of phenomena from the literature on child language. My recent work in this area has been less psychologically oriented but continues to focus on general learning methods that could be used in domains other than language. The grids system which begun as rational reconstruction of Wolff's SNPR, as simplicity metric to guide search through a space of context-free grammars.

ACTIVE OR PASSIVE LEARNING

The question of whether a grammatical structure should be practiced to the extent that the learner can exploit it creatively or whether he should merely be able to understand it when it occurs in a context, is another matter that is left to the discretion of the user. Generally speaking, however, the authors would consider it reasonable that everything in the first three stages should be learned actively if a firm basis of proficiency in English is to be laid.

To teach or not to teach grammar

Age

It is clear that due to normal intellectual development variables, young children can profit from a focus on form if attention to form is offered through structured input and incidental indirect error treatment.

Somewhat older children may benefit as well from very simple generalizations (such as “this is the way we say in when we were talking about yesterday”) and concrete illustration. Adults, with their abstract intellectual capabilities, can use grammatical pointers to advance their communicative abilities.

Proficiency level

If we force too much grammar focus on beginning level learners, we run risk of blocking their acquisition of fluency skills. At this level, grammatical focus is helpful as an occasional “zoom lens” with which we zero in on some aspect of language but not helpful if it becomes the major of class work.

Educational background

Students who are non – literate or who have no formal educational background may find it difficult to grasp the complexity of grammatical term and explanation – highly educated students, on the other hand, are cognitively more receptive to

grammar focus and may insist on error correction to help refine their already fluent skills.

Language skills

Because of the permanence of writing and the demand for perfection in grammatical form in written English, grammar focus may be more effective in improving written English than speaking, reading and writing.

Style

Informal contexts often make fewer demands on a learner's grammatical accuracy. In casual conversation among peers, for example, minor errors are acceptable, while more formal contexts (say, a student consulting with a teacher) usually require greater grammatical accuracy. Similarly, in writing, tolerance for errors is higher in say, a quick e-mailed message than in a formal essay.

Needs and goals

If learners are headed toward professional goals, they may need to stress formal accuracy more than learners at the survival level. In either case, message clarity is a prime criterion. For example, you can probably think of numerous situations where it is important to focus on form with beginners, or to get learners away from too intense a grammatical focus in the context of a formal register.

A: "Word" about vocabulary teaching.

While traditional language-teaching methods emphasized vocabulary study, definitions, written and oral skills, there was a period of time when the teaching and learning of vocabulary were undervalued.

Furthermore, as teachers more and more perceived their role as facilitators and guides they began to make the directive and sometimes intrusive steps to turn students' focus to lexical form.

Below are some guidelines for the communicative treatment of vocabulary instructions.

1. Allocate specific class time to vocabulary learning.
2. Help students to learn vocabulary in context.
3. Play down the role of bilingual dictionaries.
4. Encourage students to develop strategies for determining the meaning of words.
5. Engage in "UNPLANNED" vocabulary teaching.

These were guidelines where learners were guided in specific way to internalize these important building blocks of language.

6. At the very simple, mechanical level, a text might be used to get at a certain verb tense, such as in the passage or simply to illustrate a grammatical.

Should teachers correct grammatical errors?

Many student errors in speech and writing performance are grammatical. It is interesting that little research evidence shows that overt grammatical correction by teachers in the classroom is of any consequence in improving learners' language. But we do have evidence that various other forms of attention to and treatment of grammatical errors have an impact on learners.

The treatment of grammatical errors in writing is a different matter; in process writing approaches, overt attention to local grammatical and rhetorical (discourse) errors is normally delayed until learners have completed one or two drafts of a paper; global errors that impede meaning must of course be attended to earlier in the process.

Building strategic techniques to teach grammar

1. To encourage them to use right – brain processing: use movies and tapes in class; have them read passages, do skimming exercises, “free writes”; do oral fluency exercises where the object is to get students to write a lot without being corrected.
2. To promote ambiguity tolerance: encourage students to ask you, and each other, questions when they don't understand something, keep your theoretical explanations very simple and brief, deal with just a few rules at a time; occasionally resort to translation into a native language to clarify a word meaning.
3. To help them use their intuition: praise students for good guesses, do not always give explanation of error – let a correction suffice, correct only selected errors, preferably just those that interfere with learning.
4. To get students to make their mistake work for them: tape record students' oral production and get them to identify errors, let students catch and correct each other's errors, encourage students to make lists of their, common errors and to work on them on their own.
5. To promote cooperative learning: direct students to share their knowledge; play down competition among students; get class to think of themselves as team; do a considerable amount of small – group work.

HISTORICAL BACKGROUND

School Camino del Rio is located in comarca Camino del Rio. This school began to offer its educational programs in 1983. With the name of modalities multi-grade, under the direction of Ana Mendoza Rivera.

By the middle of 2005 it was transferred to another building which it was built by an organization on called "Donation town Japan" with the contribution of the ministry of education, parents, students and community of Camino del Rio which were very important because the parents helped with: food and gestions to better the infrastructure.

Now its school Camino del Rio and it has a total one thousand hundred students. It has modalities primary, secondary, multi-grade, ciclo. There are twenty seven teachers who attend the modalities mentioned.

In the primary, secondary there is one English teacher and this school has eleven classroom one direction and sub-direction.

All of these teacher and students thank the Japan people who with a great effort cooperated to benefit of scholar community.

JUSTIFICATION

We decide to investigate this problem because we consider that grammar needs to be improved. Children become frustrated when they fail because of the grammar errors they make. Many of them drag this problem throughout the whole secondary studies, they are in the fifth year and still making the some errors in order to avoid that students dislike and feel frustrated cannot use English a very important and useful language.

Our expectations are that officials of the Ministry of education realize the problem and consider it valuable help in order to solve and improve the teaching-learning process of English Language.

We hope that this research work will be useful in the future study of grammar problem and possible solution to improve the teaching process.

OBJECTIVES

A. GENERAL OBJETIVE

Find out why students do not use grammar correctly.

B. SPECIFIC OBJETIVE

- To find out the strategies use in the classroom to teach grammar.
- To find out how motivated students are in the grammar classes.
- To analyze some techniques that teacher use to motivate in teaching learning process.
- To know what factors are affecting the grammar acquisition?
- To know what kind of didactical resources are available to teach grammar
- To find out students participation in the grammar classes.
- To know what methods the teacher use for teaching grammar.
- To know how much time students study grammar.

SYSTEM OF VARIABLE

VARIABLE	SUB-VARIABLE	INDICATOR
GENERAL INFORMATION	Age	13-15 17-20
	Sex	Female Male
	Procedure	Urban - Rural
SCHOOL ECONOMICAL SITUATION	Infrastructure	Good Regular Bad
EDUCATIONAL FACTORS.	Strategies	Play Songs Magazine
	Motivation	Stimulated, not stimulated
	Techniques	Individual, in pair, in group
	Acquisition	Difficult in learning Understanding Used
	Didactical Resources	Chart and graphs Objects Maps and Drawing Dialogue. Written texts.
	Practice grammar	I like I don't like
	Time to study grammar	One hours Two hours Three hours Twice to week Sometimes. Never.
	Teaching methods	Deductive Inductive
	Student participation	Asking and answering

METHODOLOGY

This investigation is a descriptive type; is going to be carried out at the NATIONAL SCHOOL CAMINO DEL RIO.

In our investigation we are going to gather information by using instruments such as: survey and interviews.

Finally the results obtained from the survey and interviews will reflect that the grammar skill has not given the real importance that it should have in the class room.

POPULATION AND SAMPLE

The National School of CAMINO DEL RIO has a population of forty students in 3rd A and B year; there is also one English teacher which will be interviewed.

There is a population of forty students between 3rd A and B. A sample of 50% is going to be taken which are 10 students from 3thA, and 50% which is to students from B.

The instruments that will be used in our investigations are composed of following components:

1. Survey
2. Classes guide observation
3. Interviews.

DISCUSSION OF RESULTS

Out of 20 students interviewed, 9 are men and represent the 45%; 11 woman and represent the 55%.

Out of 20 students interviewed, 13 are in ages between 13 – 16 years old and represent the 65% and represent the 17 – 20 35%.

Out of 20 students interviewed, 14 who represent the 60% answered that their procedure is urban and 30% the procedure are rural.

Out of 20 students interviewed the 7 that indicate the 35% answered that yes like grammar and 13 not like grammar.

Out of 20 students interviewed, the 2 that indicate 10% answered that study one hour, twice a week 4 students that indicate 20%, 12 that indicate 60% study sometimes and 2 that indicate 20% not study grammar.

Here we have 60% said that work individual, 20% that work in pair and 20% that work in group.

Here we have that 60% of students said the grammar is boring 25%, tiresome and 15% interesting.

Here we have that 30% of students answered that fast and 70% said slow.

Here we have that 35% of students answered that acquisition is about grammar classes is easy and 65% said that complicated.

Here we have that 20% of students answered that graph, 20% object, 10% maps and drawing, 35% dialogue, 15% written text.

Here we have that 30% of students have interesting in language, because they feel stimulated, 70% no consider are not stimulated.

Out of 14 students interviewed 14 who represent the 70% said that the infrastructure of the school Camion del Rio are in good, and 6 students, who represent the 30% said that condition are regular.

CONCLUSION

According to the data obtained from the surveys and interviews of the students and teachers of third year of secondary at National Camino del Rio we found why students do not use grammar correctly.

The low level of English and lack of use of “English” of the students and even teachers influence negatively in the learning of grammar, because the majority of the students have problems with language due to poor vocabulary and little interest to practice and learn the English.

We also could mention that causes that stops the learning of grammar in the classroom is the lack of didactical resources, strategies, motivation and lack of interest to learn English.

Is very important to motivate students because it is a basic principle to make teaching easier and so the learning process of the second language in the classroom. We found that the communicative approach method and use of different techniques such as work in pair, in group, also make use of several materials like: object, chart, graph, written texts and so on in order to encourage students to participate actively in the classroom during the grammar.

We think that students because of the poverty they live in prefer to work to help their family survive.

RECOMMENDATION

To help the students to practice grammar skill abilities we recommended:

I. To teacher:

1. Work every day with grammar class.
2. Do group of three or four students and silently do practice task in their book.
3. Pass to the students to participate with exercise in the black board.
4. All the teachers should do activities where the students practice grammar.
5. To motivate the students to practice grammar, because is very important to know about structures or rules in grammar because they will be having more opportunity in the future.
6. To motivate the students, that they won't feel afraid when they made error or mistake in grammar.

II. TO STUDENTS:

1. Practice grammar every day, the students most study 1 hour daily.
2. All the students must practice grammar into the classroom.
3. The students can be helped from the teacher when the students don't understand.

III. TO PARENTS.

1. Help their son and daughter with the homework.
2. Try to buy books the teacher assign for their grammar exercises or photocopy

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15. [www.lsbu.ac.uk/caxton/skillbase/dys – skills/gramar/strategies doc.](http://www.lsbu.ac.uk/caxton/skillbase/dys-skills/gramar/strategies.doc)
16. www./org/linguallink.com
17. www.publicsgrammarskill.com
18. www.cambridgeesol.org/teach/bec/bee

ANNEXES

Table N° 1: Sex

	Indicator	Frequency	%
1	Male	9	45
2	Female	11	55
3	Total	20	100

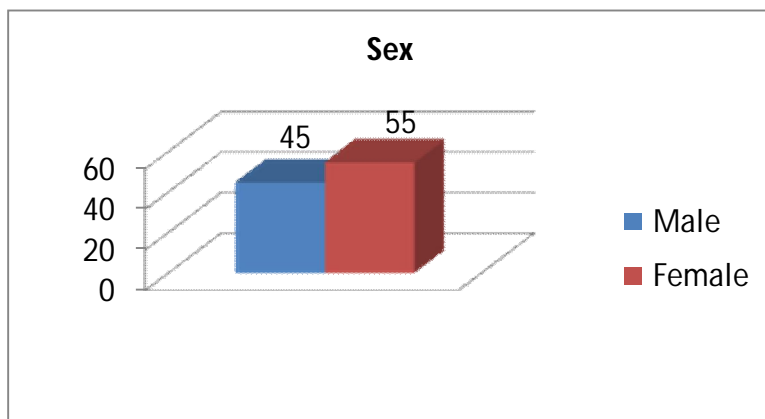


Table N° 2: Age

	Indicator	Frequency	%
1	Male	13	65
2	Female	16	35
3	Total	20	100

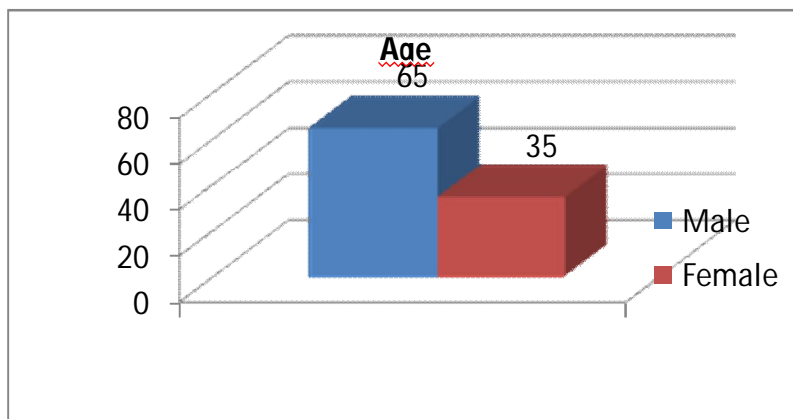


Table N°3: Procedure

	Indicator	Frequency	%
1	Urban	14	60
2	Rural	6	30
3	Total	20	100

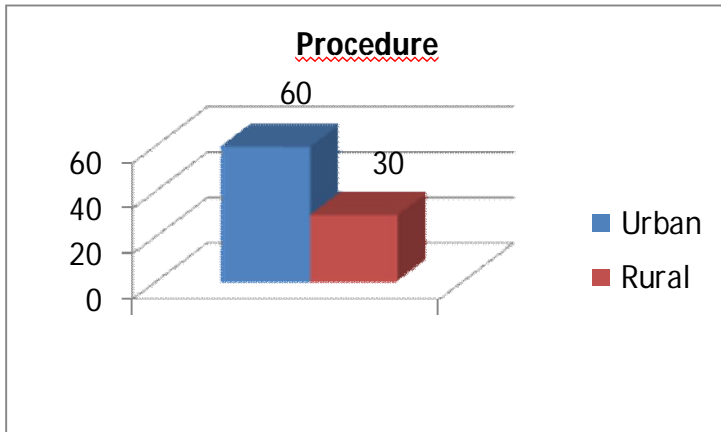


Table N° 4: Do you like grammar?

	Indicator	Frequency	%
1	Yes	7	35
2	No	13	65
3	Total	20	100

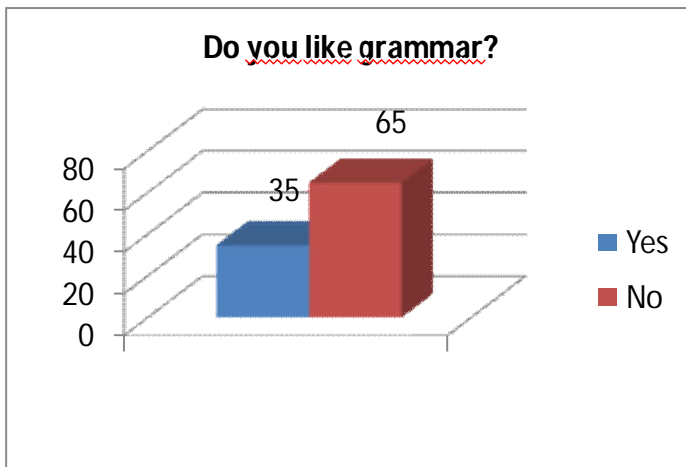


Table N° 5: How many times a week do you study grammar?

	Indicator	Frecuency	%
1	One hour	2	10
2	Two hours	-	-
3	Three hours	-	-
4	Twice a week	4	20
5	Sometimes	12	60
6	Never	2	20
7	Total	20	100

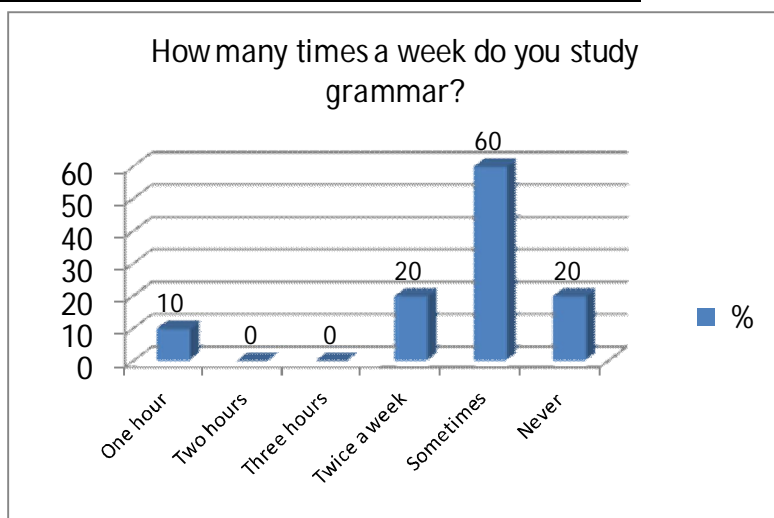


Table N° 6: How do you work or are organized during the grammar classes?

	Indicator	Frequency	%
1	Individual	12	60
2	In pair	4	20
3	In group	4	20
4	Total	20	100

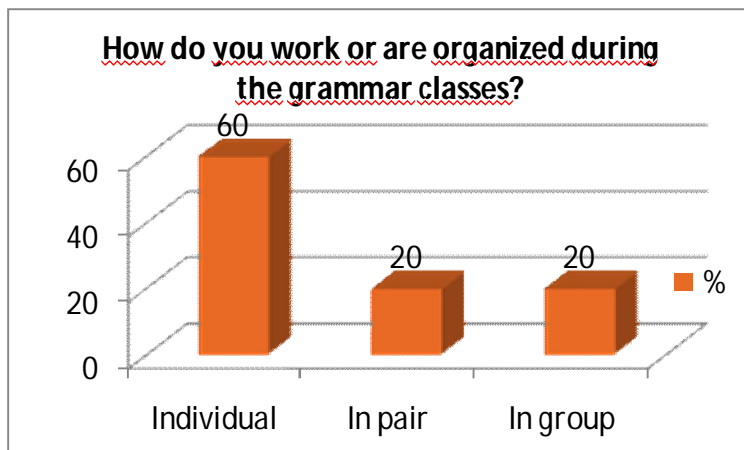


Tabla N° 7: How do you consider the grammar?

	Indicator	Frequency	%
1	Boring	12	60
2	Tiresome	5	25
3	Interesting	3	15
4	Total	20	100

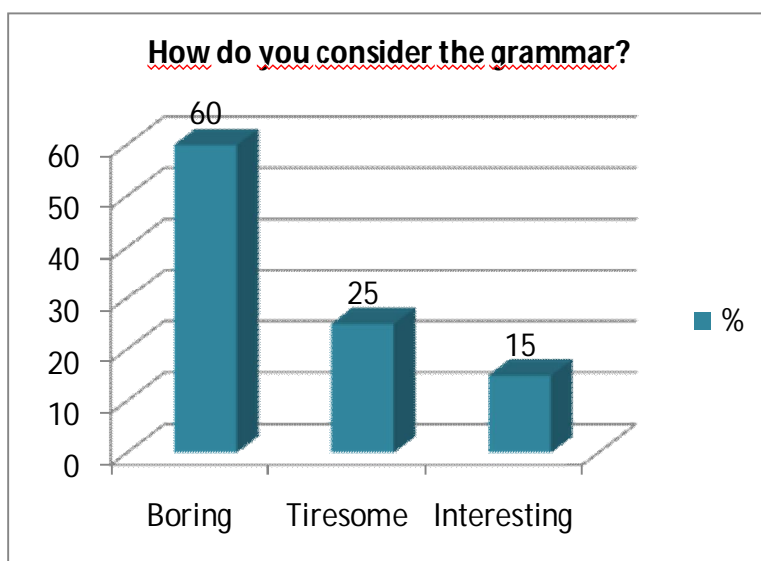


Table N° 8: How do you consider your assimilation is?

	Indicator	Frequency	%
1	Fast	6	30
2	Slow	14	70
3	Total	20	100

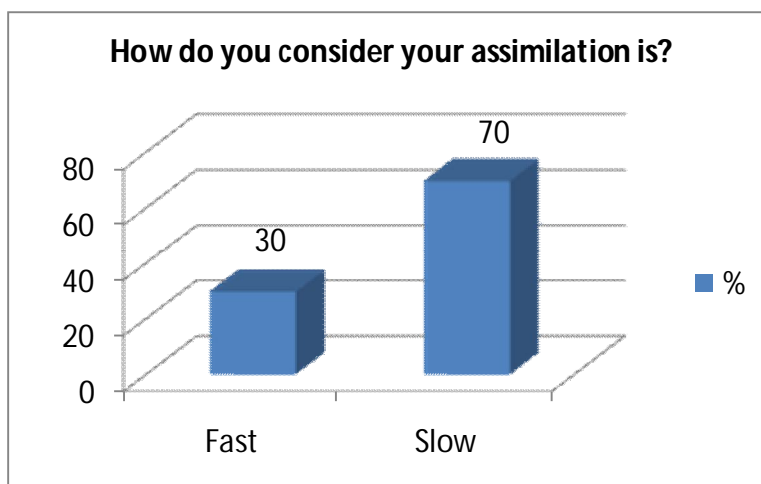


Table N° 9: How is your acquisition?

	Indicator	Frecuency	%
1	Easy	7	35
2	Complicated	13	65
3	Total	20	100

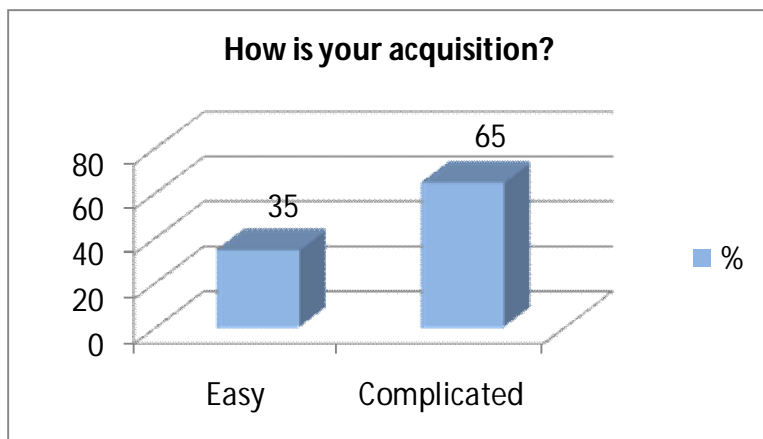


Tabla N° 10: What kind of material are used in grammar classes?

	Indicator	Frecuency	%
1	Chart and Graph	4	20
2	Object	4	20
3	Maps and Drawing	2	10
4	Dialogue	7	35
5	Written Text	3	15
6	total	20	100

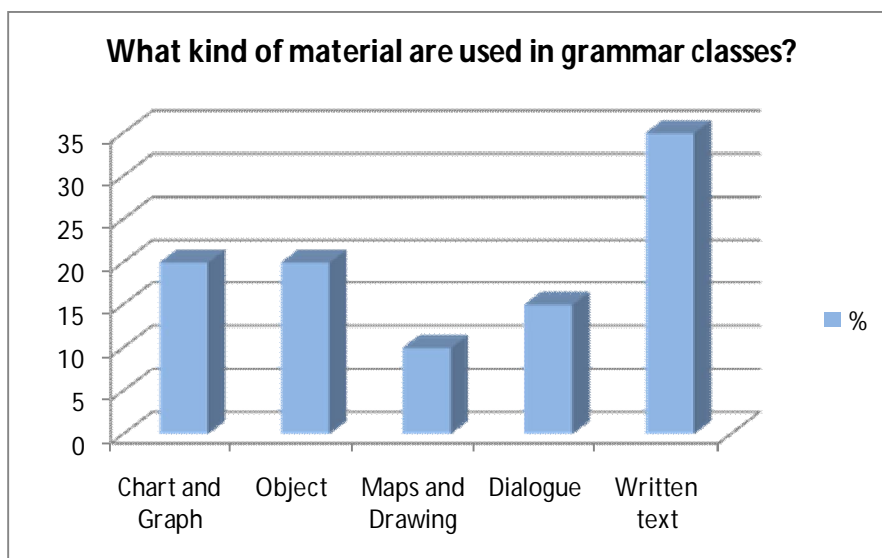


Table N° 11: Does the teacher promote the motivation in the grammar classes?

	Indicator	Frecuency	%
1	Stimulated	6	30
2	No stimulated	14	70
3	Total	20	100

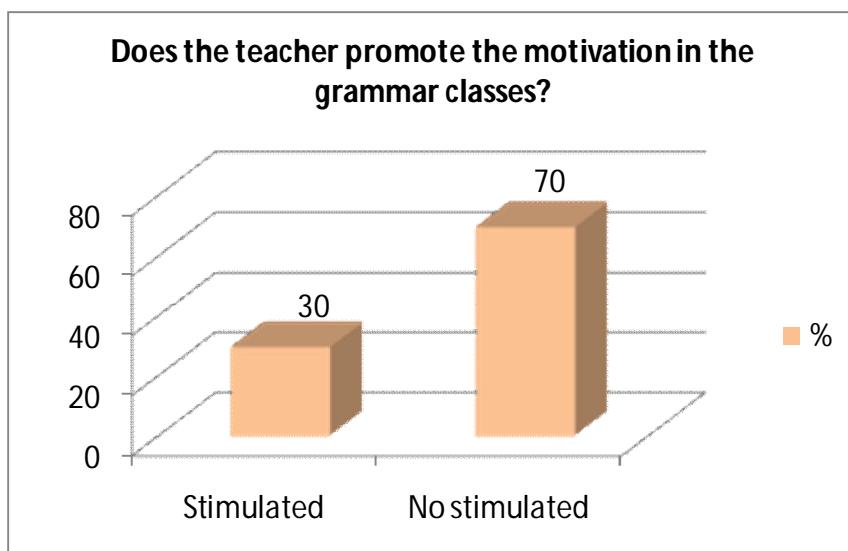
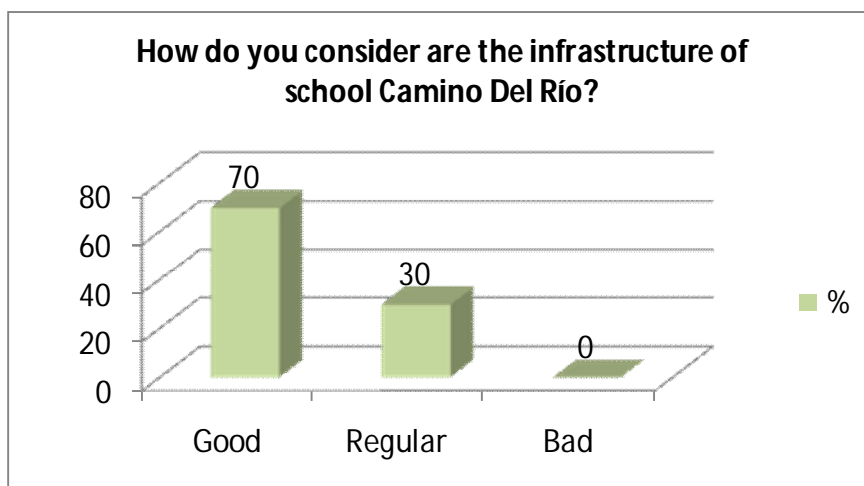


Table N° 12: How do you consider are the infrastructure of school Camino Del Río?

	Indicator	Frecuency	%
1	Good	14	70
2	Regular	6	30
3	Bad	-	-
4	Total	20	100



QUESTIONARY FOR STUNDENTS

Dear students:

The purpose of this investigation is to gather information about some aspects that are influence that students do not use grammar correctly firstly in Camino del Rio school. Your answer will of great benefit to our investigation and to your school.

GENERAL INFORMATION

MARKWITH A X

SEX

Male: _____ Female _____

AGE

13 – 16 _____ 17 – 20 _____

PROCEDURE

Urban _____ Rural _____

1. Do you like to practice grammar?

a) Yes _____ Not. _____

2. How much time do you dedicate to study grammar?

a) One our _____ d) Twice a week _____

b) Two hours _____ e) Sometimes _____

c) There hours _____ f) Never _____

3. How do you work or are do organized during the grammar classes?

a) Individual : _____

b) In Pair _____

c) In group _____

4. How do you consider the English grammar classes?

a) Boring

b) Tiresome

c) Interesting

5. How do you consider your learning is?
 - a) Fast
 - b) Slow

6. How do you consider your assimilation in grammar classes?
 - a) Easy
 - b) Complicate

7. What kind of strategies uses the teacher in grammar classes?
 - a) Play
 - b) Song
 - c) magazine

8. Does your teacher promote the motivation in the grammar classes?
 - A. Stimulated
 - B. Not stimulated

9. What kind of material is use in grammar classes?
 - a. Chart and graph
 - b. Object
 - c. Map and drawing
 - d. Dialogues
 - e. Written texts

10. How do you consider is the infrastructure of school Camino del Rio?
 - a. Good
 - b. Regular
 - c. Bad

11. Does the teacher promote the motivation in the grammar classes?
 12. Stimulated
 13. Not stimulated

14. How do you consider is the infrastructure of school Camino Del Rio?

- a. Good
- b. Regular
- c. Bad

QUESTIONARY FOR TEACHERS

Dear teachers:

The purpose of this investigation is to provide the information about what are the main factors that influence that the student do not use grammar correctly your answer will be useful to our work.

1. How many times have you been teaching English?
2. Are you graduated?
3. What kind of material do you use?
4. Do you consider the material you use is enough?
5. What methodological activities do you use to motivate your students?
6. How do you valorate the students' acquisition?
7. How do you prefer your student work?
8. What is the easier way to learn grammar for you?

Guide for observation class

General information.

Name of observer: _____

Name of school _____

Level: _____ Section: _____

Subject: _____ Topic: _____

Number of Observation _____

I. - Environment conditional.

1.1.1. Class interference by other students.

1.1.2. Noise by cars traffic.

1.1.3. Indiscipline of the students in the classroom

1.1.4. other _____

1.2 Large window yes..... No.....

1.3 Natural illumination sufficient -----insufficient -----

1.4 Artificial illumination sufficient-----insufficient-----

1.5 classroom cleaning yes----- No-----

1.6 Large board? Yes----- No -----









