**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

**FACULTAD DE CIENCIAS DE LA EDUCACIÒN MENCIÒN - INGLÈS**

**RESEARCH PROJECT**

" THE EFFECT OF TEACHER MADE RESOURCES ON THE GRAMMATICAL ACCURACY OF EFL STUDENTS IN 8TH GRADE AT UNIDAD EDUCATIVA JOSÈ BENITO BENÌTEZ SAN ANDRÈS, SCHOOL YEAR 2016- 2017 ".

PREVIO A LA OBTENCIÒN DEL TÌTULO DE LICENCIADA EN LENGUA INGLESA MENCIÒN EN ENSEÑANZA Y ADMINISTRACIÒN DE SISTEMAS EDUCATIVOS EN TEFL

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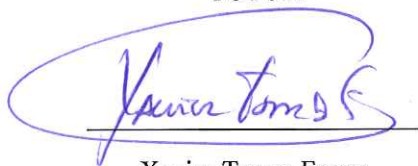**GUAYAQUIL – ECUADOR**
**2017**

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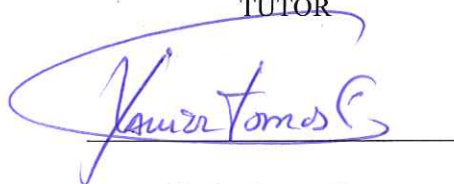
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*Cleopatra Espinoza*

**Cleopatra Eugenia Espinoza Domínguez**

**Autor**

# ABSTRACT

The present project involves the support for grammar teaching and learning, proposing the use of teachers' own resources (teacher-made) in order to keep students interest at the moment to learn grammatical structures. The project was the result of the researchers' intention to soften the difficulties that $8^{th}$ graders had when the teacher introduced grammar because they got confused about differences, definitions, rules and when to use each at the moment of writing or speaking. One of the principal problems was the lack of additional practice and structures, that's why some students are not able to write compositions or take dictation. Also some of them are not able to communicate their ideas efficiently by the incomplete development of the language skills. We applied the descriptive research that was used by a combination of qualitative and quantitative researches. The present project contain surveys, interviews, and observations sheets. For this research we interviewed the English coordinator, the English teacher and we applied a survey on students. We observed classes for three days to look for the students' progress and how the teacher developed her classes. In this study, 12 students in the $8^{th}$ grade were surveyed. From these students, 64% indicated that grammar us a difficult part in their learning process. However, 82% of them stated that grammar is essential and that the worksheets their teacher used were important as well. In addition, during the three-day class observation, researchers were able to notice that the teacher use worksheets to make students practice the grammar, and that the worksheets facilitated the students' comprehension and learning of the structures studied. All this confirmed the answers given by the coordinator and the teacher in the interview applied to them. These results indicate that the use of materials made by the teacher has a positive impact on students learning of grammar. For this reason, researchers encourage teachers to prepare this type of materials to facilitate learning. That is why this project provides solutions, strategies and methods with innovative materials that will promote the learning of grammar in 8th graders and will help in the management of grammar to achieve good results. The most important and fundamental part is to offer a comfortable classroom atmosphere during the learning process since the use of teacher made- resources motivate students.

**DEDICATION**

I dedicate some words for my amazing parents, for their constant help and support. Every time that I needed some help for the elaboration of this project, they were willing to collaborate and supported me economically and emotionally during my whole career.

To the last but the most important, I dedicate this to my son who has been my greatest motivation to conclude this project successfully.

**SAMANTHA RAQUEL RICAURTE NICOLA**

# DEDICATION

 The present thesis is dedicated especially to my family; thanks to their support I was able to finish this hard work, reaching my goal of becoming a professional. To my mother that despite the distance I had her unconditional support throughout this process, and with her advice and words she was able to push me to what I am now, always encouraging me to be a professional, and learn to fulfill everything that I propose. In the same way, I also want to emphasize the unconditional support of whom I consider my father, Jhon Morla Reyes, who gave me his unconditional support with his dignified words of a father, establishing my bases of responsibility and desires for improvement.

**CLEOPATRA EUGENIA ESPINOZA DOMINGUEZ**

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First of all, I would like to express my gratitude to each one of those important people who have contributed somehow to complete this project:

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- TO MY TUTOR, who patiently guided us to complete this requirement.

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**CLEOPATRA EUGENIA ESPINOZA DOMINGUEZ**

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# CHAPTER I

## 1. Introduction

English is known as the second language in many schools in our country. Many experts as Mark Warschaeur, a professor of education and informatics at the University of California, said that "English has become the second language of everybody, that "it is one of the official languages around the world, it`s gotten to the point where almost in any part of the world knowing English means being educated, and it gives better opportunities in any professional field.

This project is going to be developed in the grammar field to increase the students' knowledge and support the rules of language. According to Michael Swan, 2008 "The trouble in teaching grammar is that we are never quite sure whether it works or not". The effects of teaching grammar do not ensure a good learning English process, and could be hard to assess if sometimes teaching management is not done in a proper way. Most of the people make the decision to learn a second language without taking a proper management of language, and especially the grammar introduction could be a difficult stage in the process of learning the language.

Grammar is a language system that involves all the various things that make up the rules of a language. Subfields of linguistics that are considered a part of grammar include syntax, phonetics, morphology, and semantics. Moreover, this language is conducted by a huge number of rules and forms, in particular syntax, which figure the order of words in sentences.   According to Chomsky, "Acquiring language cannot be reduced to simply developing an inventory of responses to stimuli, because every sentence that anyone produces can be a totally new combination of words". This means that when we try to speak in English, we combine a finite number of elements, using words of our language to create an infinite number of large structures of sentences.

In Chomsky's view, the term "generative grammar" refers to the set of rules that allows us to understand phrases but which are generally so totally unconscious. It is because of generative grammar that everyone says "that's how you say it" instead of "how that's you say it", or that words "Bob" and "him" cannot mean the same person in the sentence "Bob loves him", but can do in "Bob knows that his mother loves him". Chomsky in passing note that the generative grammar has nothing to do with grammar

textbooks, whose purpose is simply to explain what is grammatically correct and incorrect in a given language.

If we teach grammar rules, sometimes students manage to apply them and sometimes they do not. Practice grammar may have some effects, and carry over being a problem for the people who want to learn a new language. If students use grammar correctly as time goes by, is this because the teaching is structured with selected methods. Teachers are unsure how much important they should give to grammar, what grammar they should teach, and how they should teach it, that's means that grammar is given start billing, to the others, where it is back grounded or completely ignored. That is why grammar is an important factor to learn a new language since it refers to the prescriptive rules of a given language which may change over time or be open to debate.

To sum up, this project involves to support the grammar teaching learning introducing a new resource in order to elaborate interesting materials to keep students attention at the moment to learn and teach a new grammar structure. Our materials was structured for students with different levels of knowledge in order to internalize it, therefore, they will understand and perform all the exercises and activities that it has according to the unit of the student's text.

As an English as a Foreign Language teacher, one must learn to constantly adopt and adapt the subjects to your students' needs. A good teacher must be able to notice common problems, and work to find solutions. Even introducing in your teaching methods can help to create a more productive and casual environment for both you and your students. It has been simple to understand how important the environment is for learners, the relationship with their classmates, the access that they give in the new language acquisition, among other important aspects. More than a students with English learning problems, will present difficulties in acquiring a new language and hence, it is more likely to feel like a stranger and bored at the moment to learn the grammar topics and is more difficult to understand is teacher does not know who to be interactive with those students, for that reason we decide to follow rulers and steps to create a good learning process developing this project investigating each case of students in order to get a good understanding about the subject.

Keeping the attention and interest in class can be difficult. But it will be more difficult to keep students awake and interested. This is our job as EFL teachers first and foremost.

In order to be a great EFL teacher, one must not only teach, we have to inspire, motivate and train. The goal is to promote learning, and comprehending English, and motivate students that learning English will be a new experience in their learning life, explaining them the project goal of grammar instruction is to enable students to carry out their communication purposes.

## 1.1 Background of the problem

Unidad Educativa José Benito Benitez San Andrès is a private school placed in Samanes 1 in Guayaquil. The school was founded with the name "Centro Educativo Fenix". Since this school was structured they are characterized to include a second language in their curriculum, in order to improve the learning of a second language in students with different levels. It is not a bilingual institution, that is why they only have a basic English level. We noticed that they have some facilities in the English area; the school has laboratories, of which are not implemented in their entirety, considering that it is not enough to obtain a good level of English.

We decided to do this project because we noticed that some students of 8$^{th}$ grade had certain difficulties when the teacher introduced grammar because they got confused about differences, definitions, rules and when to use each at the moment of writing or speaking. However, the main reason is that students do not have enough material to cover a grammar unit, that's why the implementation of our project is going to support students in each part of grammar in the student's unit textbooks to reinforce the grammar starting with the most basic way to keep their interest with the subject. However, for many students when they hear the word grammar, they think about useless and boring rules that they are forced to learn, and it is precisely this attitude that has brought low accomplishment and high underscoring that the students do not have a high grammar level, and the enough time to this learning process.

In our observation we could analyzed that the students' textbooks do not have exercises that can increase the interest to learn new grammar structures for that reason students do not develop a good English learning and they feel bored at the moment to practice because they always use the same methods and techniques that the textbook has, and the introduction of the teacher at the moment to teach a new grammar unit.

The students' textbooks do not contain didactic activites, so the students get bored in class and not pay attention to the teacher's explanations. Also we could analyzed that the teacher does not apply innovative techniques and methods to teach grammar, therefore, the learning process becomes monotonous and repetitive, so this consequence is by the application of traditional methodology classes.

One of the principal problem is the lack of additional practice and structures, that's why some students are not able to write compositions or take dictation. Also some of them are not able to communicate their ideas efficiently by the incomplete development of the language skills.

Many times, it is the teacher's defect introduce a class boring. Fortunately, with proper planning, good methods, applying good techniques and introducing proper resources, this problem can be solved. We can choose an interesting theme to introduce new unit applying different method that we have investigated; one that the students can feel relaxed and comfortable, and one that we know they will enjoy. This will automatically give them motivation and interest at the moment to learn. Knowing your students and identifying their interests and needs, is one of the most important steps of this research project, in order to apply methods depending on their necessities.

## 1.2 STATEMENT OF THE PROBLEM

What effect will the use of teacher-made resources have on the grammatical accuracy of EFL students in 8$^{th}$ grade at Unidad Educativa José Benito Benitez San Andrès, school year 2016-2017?

## 1.3 Objective: broad and specific

**Broad objective**

To determine the effect of teacher-made resources on the grammatical accuracy of EFL students in 8$^{th}$ grade at Unidad EducativaJosé Benito Benìtez San Andrès.

**Specific objectives**

- To determine the learning tools to improve the grammar knowledge in the students

- To determine the appropriate methods and strategies that catch the students' attention.
- To design new academic materials to introduce the commands in a different and didactic way.

### 1.4 Significance or justification of the study

This project would be helpful to offer better techniques in the reinforcement of the students using advanced techniques and the importance of this project lies in providing students at this school the facilities for the success in their learning, through relevant materials that teachers can choose from the worksheets to facilitate their choice.

We, as teachers, think that grammar is important because it permits students to form sentences, not only in English but in any language, so, when we talk about patterns, types of words and tenses we must pay attention to grammar, because it helps to understand what makes paragraphs clear, motivating and specific. However, most students do not like grammar and they think it is the boring part of learning but without the language rules they will not be able to change the form of words and join them into sentences.

According to Newby (2000:249) "Grammar has always been one of the key elements in foreign language teaching. As the oldest approach, the traditional grammar has for centuries been the basis of grammatical language instruction". However, towards the end of the nineteenth century teaching grammar has suddenly started to change. The Direct Method, which focuses rather on speaking skills and rejected the explicit teaching of language rules, represented a significant step change in comparison to the traditional grammar. That is why grammar is an important factor to learn a new language since it refers to the prescriptive rules of a given language which may change over time or be open to debate.

According to Thornburg (2003: 21-23)" Grammar is the particular way of teaching, which focuses on getting across certain rules and translation into and out of the target language. For that reason, the first beneficiaries of this project will be the students oh eighth grade, basic education at "Unidad Educativa Bàsica José Benito Benìtez San Andrès because the use of new learning theories on how to present grammar will innovate the teaching-learning process and make it more dynamic and significance for them. They will have more material to analyze and practice step by step.

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The second beneficiaries will be the teachers because they will receive the material with grammar activities and exercises to update their methodology, improve their teaching ways and increase their motivation to work because they are not going to use only their textbook but they will teach new structures in an easy way to facilitate student's comprehension.

Finally, the institution will be another beneficiary because the elements of this research can be used as a guide for other students, courses and schools, not only in the same grade but also in different grades that include some grammatical topics. It will be a good support material for the institution because there is not a good level of English by students, so parents may be related to others that our institution has grown academically in the English area.

The importance of this research project is contribute to the students the facilities for the success of their learning in the field of English, through relevant resources that teachers can choose from a guide to simply their choice. These adaptations include the ones to be done inside the classroom and on the sheet of paper used as evaluations, quizzes, and tests.
That is why the design of a material with grammar rules becomes a necessity to present the language in a different way and motivates the language learning process.

**1.5 Scope and delimitations of the study**

This research project was supported by the authorities of Unidad Educativa José Benito Benitez San Andrès, and Academic Coordinators. It has also been important to have well prepared materials to facilitate the students' needs and well prepared English teachers in order to success in this project. The time that our project took place was during the school year 2016-2017.

Our project is based on creating a new material to be applied for grammar learning, and as we know that grammar is one of the most extensive subjects, we chose this subject in order to have good results in the learning grammar acquisition. It involves many parts and structures, and the project revolves grammatical topics according to the student's unit. We can call this project as an original thinking, because nobody has performance this research in this institution before.

These materials will be developed and implemented for a course in order to get good results and good learning process. To make our project success, we need to set goals and methods that will lead us to get a good process of adaptation and learning process with the authorities' support.

## 1.6 Research questions

The effect of teacher made resources on the grammatical accuracy of EFL students in 8th grade at Unidad Educativa Jose Benito Benitez San Andres.

1. What change will teacher - made resources have on student's grammatical accuracy?
2. What type of activities would be ideal to be implemented?
3. What advantages will we achieve if we implement teacher made resources?
4. What kind of techniques will be useful to promote grammar?
5. What kind of resources will be useful to present the grammar contents in class?

## 1.7 Variables and indicators

TABLE 1 VARIABLES AND INDICATORS

| Independent variable | Dependent variable |
|---|---|
| Teacher-made resources | Improvement of grammar learning process |

| Variable | Definition | Indicators | Instruments |
|---|---|---|---|
| INDEPENDENT | Teacher made resources stimulate students learning and promote a good learning space and it provides important | Learners 'performance inside the classroom in meaningful conversation | Teacher methods, strategies and techniques, worksheets, |

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| | | | |
|---|---|---|---|
| | opportunities for students to explore their knowledge developing skills facilitating students to learn a second language in a good way. | through grammar acquisitions. Learner`s performance inside the classroom in meaningful writing through teacher made resources (worksheets) | |
| DEPENDENT | A group of selected methods, strategies, and techniques to improve students' learning grammar process through the acquisition of second language. | Testing learners through oral and writing activities. | Surveys |

## CHAPTER II

## 2  THEORETICAL FRAMEWORK
### 2.1 Literature review

Many people think that it is very important to learn a new language since we are little kids, that's why grammar is important because is the language that make it available for us to talk about language. Grammar is considered a crucial influence on the learning process and other areas that revolve around the language on pedagogical practice.

One of the most import goals for a teacher is to teach students to use de grammar in a correct way and develop a perfect grammar skills, create our lesson plan following the steps and introducing the necessary material to introduce the grammar class is a good way to start our purpose, printable worksheets is an important resource that we can use, and activities that we will introduce to keep an interesting grammar class. They'll perfect their understanding of phonics, figurative language, vocabulary, parts of speech that include:

nouns, pronouns, verbs, adjectives), sentence structures, and more. The students will never run out of grammar printable and lessons with all the resources that we are going to implement.

Learning how to handle accuracy in grammar can be difficult. This refers to how the correct use of the language system by students can include the use of grammar, pronunciation and vocabulary, and this can lead to confusion during learning. The requirement is sometimes compared to fluency when we speak of the student's level of speaking or writing, but if for example a student has fluency (makes its meaning clear), but does not need to make a lot of mistakes, this means that The use of grammar is not correct or was not acquired correctly. In the classroom it can be very different,

Language manipulation activities can help develop accuracy. These include practice with exercises, studying and applying grammatical rules, and activities in worksheets to help students 'note' their own mistakes, as a result we will develop a correct vocabulary analyzing how students use language to develop better writing in the learning of grammar.

As English teachers, our job is to create free and creative but persevering ideas so that students instead of thinking and using boring structures can encourage them to explore their own ideas and develop thinking skills. Teach how important learning is in grammar and how important it is to use good writing and how it is linked with grammar and allows us to really challenge our students; These resources include a variety of individual and group assignments designed for students to explore problems in using grammar and at the same time develop their understanding of how writers manipulate language and why it is essential to support opinions with evidence. Each task can be tailored to the level we are employing, and the source material can be as provocative or topical as you wish, making it perfect for cross-linking with a variety of topics.

Re-thinking grammar: the impact of embedded grammar teaching on students' writing and students' metalinguistic understanding of University of Exeter; Professorial Fellow University of Wollongong, Australia by Debra Myhill, set out to investigate whether contextualized teaching of grammar, linked to the teaching of writing, would improve student outcomes in writing and in metalinguistic understanding. The study was significant in providing robust evidence for the first time of a positive benefit derived from the teaching of grammar, and signals the potential of pedagogy for a writing which includes a theorized role for grammar. The objective was to create pedagogical supporting

materials on the teaching of grammar, and have as a result a good learning grammar process and obtain positive results with the intervention of the material made by the teacher. Exeter University could establish that Given the overall positive results of the intervention, but also the evidence that other factors, such as linguistic subject knowledge, were influential it is important to understand how the teachers used the materials and their views of them. In an interview to the teachers they could analyzed how they had used the intervention material.

Many teachers had indicated that the lessons were to be carried out very quickly, and they pointed out the time problem they had in carrying them out. Quite apart from that, comments on resources and activities were positive: teachers liked working methods and even found them to be instructive and interesting to share with other teachers. These comments tell us that this type of resource works in the learning process, apart from confirming professional approval. However, this approval seemed to help many teachers and students in learning a second language.

More than half of the teachers commented that they had used the materials in different classes and that the work scheme was really good and that the students were successful in the lessons and actually had positive learning outcomes. The adaptation gave an idea of the ways in which they should use the materials and was coupled in a correct way.

Many of the adaptations were often, or the exchange of one resource for another similar. But it is relevant to the research focus that some of the adaptations were to avoid the grammar approach because the teacher was not sure with the material or because the teacher was concerned about the implementation of the material. Teachers felt that the materials had given them confidence in various aspects of grammar pedagogy, such as, but significantly, there were teachers who directly argued that the teaching material had developed their Confidence with grammar.

One of the most important pedagogical principles behind the design of didactic materials was to be explicit in highlighting grammatical features where they related to the writing being taught. Teachers talked about how materials had been more explicit about grammatical features. While teachers felt that they often taught students about grammatical structures. The explicit use of grammatical terminology was also observed, with several teachers reflecting that they had never taught determinants and modal verbs.

Significantly, this understanding was an oriented knowledge applied to grammatical writing; resulting in good management of it. The teachers stated, "They have much more understanding of what they are doing and why they are doing it." If the implementation of resources and material made by the teacher was a technique for teaching grammar, students placed motivation for the teacher in seeking strategies to achieve a correct learning. The use of the dynamic material motivates the student to feel more interest when learning a second language. For this reason we decided to implement this material in students that the only thing they are looking for is to pass the subject, but more than that they feel motivated, interested and enthusiastic when learning grammar.

Price, Jennifer Lynn, "Textbook Bling: An Evaluation of Textbook Quality and Usability in Open Educational Resources versus Traditionally Published Textbooks" (2012). All Theses and Dissertations. Paper 3327, established that this mixed-methods study evaluated quality, usage, and perceptions of open educational resources compared to traditionally published textbooks. Because textbooks and other related materials make up a significant portion of educational costs, open educational resources have been explored for potential cost savings at all levels of education. As resources you can use materials designed by teachers. These resources use materials provided by the educational unit, including as printed sheets and material to create the resources that will be implemented in the classrooms. This evaluation explores how teachers and students use textbook resources in and out of the classroom and the material that teachers implement in their classes to obtain as a result of the design of open textbooks and the quality and value of Materials made by the teacher.

Materials and methods in ELT, a teacher`s guide is a book that provide us the opportunity to investigate more about our topic, and allows us to sustain the reality of our project. Jo McDonough, Christopher Saw (March, 2012) explain on this book how important and how useful could be for teacher who follow and schema of study of English teaching methodology, applied new resources in the classroom in order to keep the interest of developments in the field.

The objective of the book is to provide new strategies for background issues, view of language and the grammar learning process bases of learning language and the practical design material and resources. They as a writer hope that the readers will have the necessary skills to understand how can be implemented in the classroom and how can be

designed as a new material for the student`s necessity in their present and in their future practice. Current approaches to materials and methods, in this chapter we could examined.

### 2.2 Theoretical Foundations

In the term of education Richards, J. C., & Schmidt, R. (2002) said that The Grammar-Translation Method is a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities." Based on the classic method of the English learning process, this method forces student to memorize structures, vocabulary lists and other grammatical rules. Definitely a method which is based on the Apprenticeship memory; it may be hard to believe, but this method is still one of the most acceptable to the present day, by a part that helps the student measure of an easy way knowledge of the language which means that all structured and rules will be memorized . But this method really works?

In other words, all students learn differently and there are methods that work well for some students and the same methods do not work well for others. If true, this certainly leads us to verify that we have problems in school, these problems normally even affects student group, if we identify the group of student which the method we are using in class does not work in that students, this could lead students to feel discouraged and desist from child learner of a second language, for that reason is essential to analyze how teaching and learning progresses.

Learning grammar through writing, this method is usually used in the process of learning the grammar. This method helps students feel comfortable and to feel curious to explore the language through reading and writing, reinforcing the correct use of grammatical structures. If there are specific problems with some grammatical rules, this can be covered with more structured lessons. This is emphasized in the acquisition of language, as it has accomplished note that the Apprenticeship of grammar by memorizing does not work for some students, she has accomplished analyze that students are fully able to recognize and understand grammatical rules when classes are more interactive. Repeated practice of writing is also important and easy to achieve through creative writing exercises. In this article, published by (The Atlantic) suggests that to better equip writers future adults, teachers in the 21st century should consider leaving teaching techniques

obsolete grammar in early education and opt for learning through techniques of writing. This would be expected to be students to practice what they have just been shown in a mechanical way, through worksheets and exercises.

As these terms are closely related and individual study should be performed, not to use it as the only resource the practice of teaching and learning in a classroom, because it is not the only place that can be used an educational class, anywhere can become a good learning environment.

As human being, we try to form and put word together in order to make sentences even as children, that means that everybody can use grammar, but if we want to talk about how to use the grammar correctly , how to form sentences, how to use the correct words, how to put words together in order structure sentences and phrases , we have to now, we have to learn all that involves grammar, and learning about grammar means give an advance to the human mind and the capacity to manage a good English learning process, so we are going to start being exposed to the language for a reasonable length of time and in this period we can flow in the learning process. Benny Lewis of Fluent in 3 Months says, "The study of grammar until I knew that would not help him in the least if he had no words to fill, or confidence to use what you know with real human beings." We decided to add this phrase , and we are totally agree and add that students will learn a second language see the simple grammar, but not as a priority, much less to be learned by obligation, even that we can do is set it aside and when students feel confident start using words, put them together and start playing with words, start getting the idea of language using new resources, we can verify that our progress learning been successful, for this reason our research is based on keep the attention of students and make an emphasis in learning grammar on using new resources and new strategies to achieve good results.

As Fairstein (2003) believes that education is a social activity with deep ethical standards, and teachers are those that can be measured and judged some rules through the learning process, that means that we as teachers can choose the way of how to introduce our classes as long as creating new methods and implementing new resources. For that reason we implement our project in these types of cases which methods such as memorizing does not work on some students, create resources and new strategies for results obtained as a breakthrough in learning a second language and the correct use of it.

Constructivism is a theory of knowledge (epistemology) that argues that humans create or construct knowledge and meaning from an interaction between their ideas and experiences. Constructivism proposes new definitions for knowledge and truth that form a new paradigm, based on inter-subjectivity instead of the classical objective, and on viability instead of truth. This has caused that educators always seek alternatives to help find solutions to the problems or conflicts that are presented inside and outside of the schools. One of the alternatives that have been designed is the elaboration of new recourses to teach grammar following the specific steps. From the different educational alternatives, could be:

- ➢ Let the students build their own learning
- ➢ Use of mother tongue.
- ➢ Vocabulary items are taught in the form of word lists.
- ➢ Elaborate explanations of grammar.

But how do we apply these alternatives?, How the alternatives are related to the techniques, methods and strategies used by the teacher teach their learning, this facilitates and promotes learning to organize the teaching of students, for which the alternatives before given or any other that for adequate teaching will be applied with a specific purpose which is to get a good development of the classroom.

Teaching as a social activity should be planned in order to achieve a good learning result, developing planning of what the teaching process and why we want to implement new resources, this would be a responsibility for us as teachers. How do we learn? Serious question that students could ask, as they will learn by "doing", the key word to delivering our teaching by introducing new resources.

According to Alana Macpherson (2013) in her article "The importance of grammar" she states that "The newly introduced testing of school pupils throughout England in a bid to determine their understanding of grammar, spelling and punctuation has sparked widespread debate about grammar in general". People associated grammar by errors and corrections. But if we know more about grammar we also understand how we make clear sentences and paragraphs precise and interesting. The grammar can be a topic of discussion of literature in the classroom, and our students carefully read stories, poetry etc, and know how to identify grammatical structures.

Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can demystify abstract grammatical terminology so that students can write and read with greater competence and confidence. (Chin, 2000).

According Shirley Gomez, 2017 learning grammar can be a tedious task especially for students who grew up in other school where the process of learning grammar is quite different from what they experience in their actual school. She recognize that the grammar learning process have to be has to be carefully implemented following rules and structures in a correct manner and applied every detail of grammar in different types of topics in order for students to adapt easily and quickly to the process. We can analyze some steps that can help us to make the learning experience interesting and productive for students.

➢ Give students enough time for them to process what the teacher is teaching. Due to the fact that for the time being, the teachers decide to advance the classes if they take into account that the students should be evaluated in each introduced theme. Students who learn a new language in particular should be allocated enough time for their brains to process new information. And when checking comprehension, leave time for students to contemplate the question and answer.

➢ Reviewing the previously taught grammar concepts helps your minds remember and even retain what you have learned. It is very important to start a class always remembering or doing a reinforcement of past classes as this reinforces the grammar learned in order to repeatedly apply the grammar already learned. Begin the grammar class with a review passing at least 5 to 7 Minutes passing what has been taught the day before.

➢ How to make grammar fun? As I mentioned earlier grammar can be a bit tedious so it is important to plan and perform activities that do not bore the student. Students are more participative when they enjoy the class. This means that if the student sees a more interesting and dynamic class will quickly feel in a hostile environment and we can get fun class run and much better students with fluency, otherwise if we have a class does not prepare, if didactic material etc, class It will become boring and uninteresting and students will not make a good headway in English learning. On the other hand, students lose interest when they feel the class

is boring. Incorporating games and fun activities will help us to learn their interest and predisposition to learn a second language.

**The importance of Grammar in Education:**

Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names types of words and groups of words that make up sentences only in English but in any language.

Grammar is one of the most important pillars of any language, but at the same time, for some students is very boring and for others it is very interesting what makes further learning or teaching grammar for a long time. A good teacher can give students adequate in relation to the proper use of verbs, nouns and pronouns but in such a way that same boring indications, it is rare to find students who seem those interesting grammatical structures. Teaching grammar is one of the most difficult tasks to accomplish.

Grammar is not described stare, or using certain types of words to be explained in a typical manner. It is always changing strategies, methods and techniques. The teacher must be able to teach the language in a clear way, this means they are able to teach grammar in the right way. Grammar opens doors and possibilities to explore language and mold it into the shape you want the student. In order that you always know that you are not committing grammatical errors, you can play using sentences with any number of words.

Quite apart from the confidence that a teacher teaches his students the confidence of the way as grammar use, always offer new strategies to improve students' skills, especially in writing. To teach grammar in an interesting way, the teacher must establish a connection which should be able to manage the group and keep them interested. It is always better to teach students grammar through games or graphics instead of lectures using didactic material and new pedagogy creating different strategies; while small older children can better follow verbal instructions. In any case, we cannot establish the grammatical as something scary for students; rather we create a fun way to learn the language in different ways.

In order to teach grammar efficiently by adopting ways to help us decipher the ways right to introduce new classes of grammar. All depends on the ways we can take to teach grammar in a good way their students. If along the way we fail to see progress, then

students will not be able to retain information so look for the various recommendations. We should try to teach the grammar of a foreign language to students showing the most intense and repetitive that instructions for students to achieve handle the language using grammatical structures following clear rules. In any case, the grammar should be taught in a way that is enjoyed and unforced.

**How to present grammar to the students?**

Often new teachers are filled with anxiety when teaching grammar. This approach is commonly called Present, Practice, Produce, and is a common starting point for teachers when they learn to teach grammar for the first time.  It's also a type of lesson that is reassuring for many students in that little production is required of them early in the lesson, yet much more is required of them in later stages as they come to terms with the meaning and forms you show them. (Bryan Holmes 2016). This means that at the beginning of introducing a class we will not obtain feasible results at the beginning of the learning. The material that we are going to implement is the advance that we are going to implement in the teaching of grammar. The presentation is in the material and the planned class that will be introduced at the moment in a way that the student feels compliant and enthusiastic in learning the grammar, the practice is in the support material that we will use as worksheets and projects that will be Implemented in order to evaluate and reinforce the subject, and the product are in what we will obtain as results after having implemented grammatical rules with the appropriate material.

The grammar should be introduced for students who show detailed use situations such as dialogues, focusing referring to an experience of recent activities. Exercises and activities should always take into consideration the individuality of students and different people learn differently depending on their learning stages.

Moreover, it should allow students to make a creative activity and set in relation to what they need and they are interested. A very important part is that about oral activities have to be referred to the writings or both should be combined, such as oral activities are more successful.

Grammar can be viewed both as knowledge, and as ability. When viewed as knowledge, the focus is on rules for sentence formation. When viewed as ability, the focus is on how grammar is used as a resource in the creation of spoken and written texts. (Jack C. Richards University of Sydney, Australia, and Randi Reppen Northern Arizona University, USA 2014). Grammar can be viewed both as knowledge and as ability. When

it is considered as knowledge, it focuses on the rules for the formation of sentences. When it is seen as ability, it focuses on how grammar is used as a resource in the creation of spoken and written texts. The texts in the learning of the second language, including the learning of the grammar form an important part as the use of the material used by the teacher to introduce a class of grammar. Grammar can be viewed both as knowledge and as ability. When it is considered as knowledge, it focuses on the rules for the formation of sentences. When it is seen as ability, it focuses on how grammar is used as a resource in the creation of spoken and written texts. The texts in the learning of the second language, including the learning of the grammar form an important part as the use of the material used by the teacher to introduce a class of grammar. The ability to learn is in the correct management of resources in a class, whether texts or material made by the teacher.

Grammatical ability refers to the ability to use grammar as a communicative resource in spoken and written discourse and requires a different pedagogical approach (Jones, 2012). Grammatical ability thus involves using grammar as a resource to create different kinds of spoken and written texts for use in specific contexts. Students often develop a good understanding of grammatical knowledge through traditional teaching methods that focus on grammar as a somewhat isolated collection of rules– rules that exist independently of their use in the production of authentic written or spoken language. They may have spent many hours practicing the rules for correct sentence formation but lack the ability to use grammar as a resource in communication. However, in order to develop grammar as a communicative resource it needs to be taught and assessed as a component of communicative ability and performance – particularly in relation to the productive skills of writing and speaking. In this paper we seek to explore how this can be achieved and to describe principles that can inform a pedagogy of grammar instruction.

## 2.3 CONCEPTUAL FRAMEWORK

### What is Grammar?

Grammar is the structure of words to make a sentence possible, is the key for the English learning that students should learn as a second language.

Grammar should be introduced by showing students concrete situations of usage, such as dialogues, which are focused on teaching one single meaning (notion) (e.g. 'experience', 'referring to recent activities'). Its exercises and activities should always

take the individuality of students into consideration –different individuals learn differently depending on their learning stages.

**What is teacher-made resources?**

Teacher made resources are teaching aids that most teachers create for a better comprehension in a specific grammar topic. Teachers can use many teaching resources as visual aids, used by posters or images, word walls, used by walls with grammar o vocabulary words posted.

We as a teachers create many materials as we can to ensure that students are actively involved in their learning.

**Visual aids:**

This instructional material can help as a teacher to:

 ➢ Provide concrete experience
 ➢ Motivate and incite interest
 ➢ Increment retention
 ➢ Develop student's thought
 ➢ Provide different ways in learning
 ➢ Provide experience if not easily obtained.
 ➢ Make better use of instructional time.

**Word Walls:**

Use word walls help students see patterns and relationship in words. This instructional material can be designed to teach grammar, reading or writing in which teachers can make a variety of activities such as chanting, snapping, cheering, or tracing words.

**Worksheets:**

For teachers, worksheets are sheet of papers that they use to reinforce any subject in classrooms. It can be done by the teacher's imagination and contain exercises, definitions, drawings, etc.

**The Effect of Teacher Made Resources:**

Teacher-made resources can support students' learning and increase students' success. Teaching materials are adapted to the content in which it is being used, both for the teacher and for the student. It comes in many shapes, sizes, colors, etc, but all have in common the ability to support student learning. Teacher-made resources are different from the "students' books" of teaching, the latter include more theoretical and intangible elements, such as essays or support from other educators, or places to find teaching materials.

**Grammatical Accuracy:**

The application of accurate grammar in EFL students is an important aspect of any good piece of writing. In addition, students can move forward their level of English producing written jobs that employ the grammatical structures they have learned.

CHAPTER III

3   RESEARCH METHODOLOGY

**3.1 Type of Research**

In general, this fieldwork has to do with the researcher discovery and file the conduct and events in their natural environment, the researcher substantially going to the people, the site, or the setting in order to observe the normal behavior and easily occurs or reacts.

**Field Research:**

The field research we have done is based on a type of research design with information obtained directly from real life, with real cases, enabling us as a researcher determine the specific conditions to get the data and information needed. It usually involves fieldwork in which the researcher observes and record behavior and events in their natural setting that is to say the researcher physically goes to students in order to observe the subject as it normally occurs.

Field research fit to a type of research design that is based on information obtained directly from reality, using methods such as face to face interviewing, surveys and direct observation. For our project we are going to collect information from 11

students in eighth course, basic education at "Unidad Educativa José Benito Benitez San Andrès".

**Descriptive Research**

Descriptive research is a combination of qualitative and quantitative research because it's done with numerical, statistical and data tabulations, so our project have all of this because we made surveys, interviews, and observations, in which we did a collection of information described in a narrative form.

**Quantitative Research**

In our research we will make a systematic study in which we will use numeric data for information for the population. We used this method of research to:

- Describe the variables
- Examine relationships between variables
- Determine interactions of cause and effect between variables
- Develop generate statistics and conclusions

**3.2 Methods and techniques**

This research was led through the following methods:

We have obtained necessary information about the necessity of materials to practice in the classroom, books are basic and have only the specific activity. On the basis of descriptive and exploratory research conducting interviews and giving us the specific results, needed to draw conclusions and recommendations. The result for this problem will be the enough materials to practice, activities like puzzles, crosswords, matching will increase their knowledge.

### Deductive method:

One of the observations that we could analyze was that students had a low academic level, they got confused at the moment to make a sentence, oral and written are the skill that students need to reinforce , and it Is because their book are not enough to practice and learn.

According to (Wilson J, 2010) said "The deductive approach constitutes developing of an assumption based on the existing theories and forming a research plan to test the assumption". In other words that we have to look for and investigate the data related to our topic to be research.

**Techniques for the Investigation:**

### Interview:

In this particular case, we interviewed the English coordinator and the teacher of eighth-grade English.

### Survey:

The objective of the survey is to obtain information about the general necessities in the English area in classroom that is why we surveyed the students with close questions.

### Population:

(Banerjee & Chaudhary, 2010) said that "population is a whole group about which some information is required to be ascertained ". In our project the population refers to directors, teachers, and students at "Unidad Educativa José Benito Benitez San Andrès", who are going to be part of this study.

### Sample

(Banerjee & Chaudhary, 2010) said that "sample is any part of the fully defined population". In other words sample are the elements chosen for participation in a study. For this investigation we have considered a sample that represents 11 students of eighth course, basic education at "Unidad Educativa José Benito Benitez San Andrès".

**3.3 Research instruments**

In order to get the correct information, we collected data is taking them out through the following instruments:

- **Observation Sheet:** Refers to the absolute observation during the test as an important tool to fill a format which records how they should be tested students in the learning of this new material.

- **Questionnaire:**

  The questionnaires are often used as a technique for evaluation, or research guide, or for carrying out surveys. In our project we used a questionnaire with open questions for the school English coordinator and English teacher. For students we used a survey with closed questions.

- **Survey form:** Directed teachers to record the percentage of students with adaptation of the material in the subject of English to test students in classes, and are getting results.

**3.4 Research Population and Samples**

**3.4.1 POPULATION**

This project the society is referring to the administrators, teachers and students of "Unidad Educativa Particular Jose Benito Benitez San Andres" that will be part of this research, in order to obtain an excellent study. For this research the researchers used judgment sampling representing 11 students of eighth grade and 1 teacher at "Unidad Educativa Particular Jose Benito Benitez San Andres".

**TABLE 2 POPULATION AND SAMPLE**

| Class classification (Group) | Population | Sample |
|---|---|---|
| Students | 11 | 11 |
| Teacher | 1 | 1 |
| Coordinator | 1 | 1 |

Note: Members from "Unidad Educativa Jose Benito Benitez San Andres"

## 3.5 Sources, resources and timeline

- Computer
- Printer
- Paper
- Camera
- Worksheets
- Pendrive
- Internet (web pages, books)
- Pencils
- Photocopies
- Markers

## 3.6 DATA ANALYSIS METHODS

The best way to identify the different educational problems that the students of 8thgrade students at "UNIDAD EDUCATIVA JOSÈ BENITO BENITEZ SAN ANDRÈS" was obtained during the grammar learning process through a survey and direct interviews to authorities and teacher of the 8th grade class. Relate to topic, grammar and teacher made resources.

The survey process was implemented in the classroom under the researcher's supervision, and the results were tabulated using Excel and Word .This population was chosen to gather information, collect data and select the appropriate scientific methods. The survey included 9 questions, the range in the survey contained four alternatives "yes",

"somewhat", "a little", "not at all" which were helpful to reach conclusions and give recommendations.

The investigation procedure is the following:

- ➤ Physical data collection
- ➤ Transfer the information in excel tables
- ➤ Data tab
- ➤ Representation of data graphics
- ➤ Quantitative and qualitative interpreting information
- ➤ Analysis results
- ➤ Formulating conclusions and recommendation.

## 3.7 Results/Findings presentation and analysis

# SURVEY TO STUDENTS

| CATEGORIES | FREQUENCY | PORCENTAGE |
|---|---|---|
| YES | 6 | 55% |
| SOMEWHAT | 3 | 27% |
| A LITTLE | 2 | 18% |
| NOT AT ALL | 0 | 0% |
| TOTAL | 11 | 100% |

## QUESTION 1: Do you like English grammar?
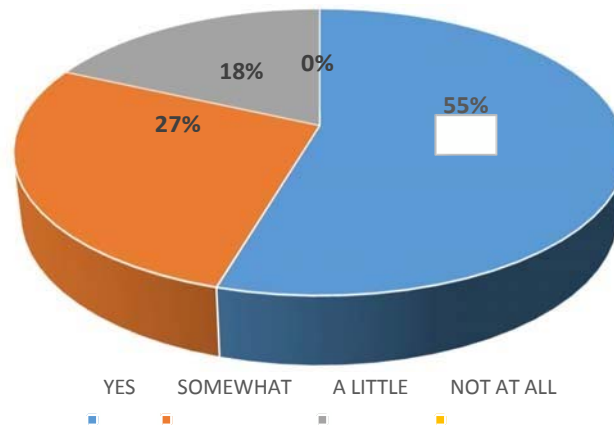


**GRAPHICS 1 QUESTION 1: DO YOU LIKE ENGLISH GRAMMAR?**

**Comments:** According to the first question, it was resulted that students were interested in learning grammar, this means that learning a second language is a good perspective for them.

TABLE 4 SURVEY RESULTS

| CATEGORIES | FREQUENCY | PORCENTAGE |
|---|---|---|
| YES | 6 | 55% |
| SOMEWHAT | 3 | 27% |
| A LITTLE | 2 | 18% |
| NOT AT ALL | 0 | 0% |
| TOTAL | 11 | 100% |

*GRAPHIC 2*



QUESTION 2: Does your teacher use poster or another resource to introduce a new grammar topic?
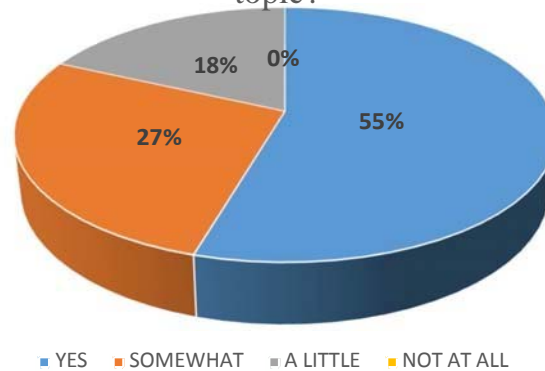
**GRAPHICS 2   QUESTION 2: DOES YOUR TEACHER USE POSTER OR ANOTHER RESOURCE TO INTRODUCE A NEW GRAMMAR TOPIC?**

**Comments:** According to this question, it was found that extra resources were commonly used in the class. This means that these resources are an essential tool in the language classes.

**TABLE 5 SURVEY RESULTS**

| CATEGORIES | FREQUENCY | PORCENTAGE |
|---|---|---|
| YES | 9 | 82% |
| SOMEWHAT | 2 | 18% |
| A LITTLE | 0 | 0% |
| NOT AT ALL | 0 | 0% |
| TOTAL | 11 | 100% |

QUESTION 3: Do you think that grammar is an essential part in your English grammar process?
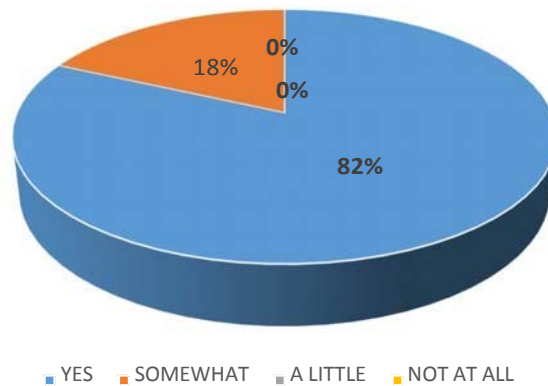


**GRAPHICS 3 QUESTION 3: DO YOU THINK THAT GRAMMAR IS AN ESSENTIAL PART IN YOUR ENGLISH GRAMMAR PROCESS?**

**Comments:** According to this question, it was indicated that learning grammar played an important part in the English grammar learning process, this means that it is considered essential in learning the second language.

| CATEGORIES | FREQUENCY | PORCENTAGE |
|---|---|---|
| YES | 5 | 46% |
| SOMEWHAT | 2 | 18% |
| A LITTLE | 3 | 27% |
| NOT AT ALL | 1 | 9% |
| TOTAL | 11 | 100% |



QUESTION 4: Does your school have additional didactic materials to teach grammar?
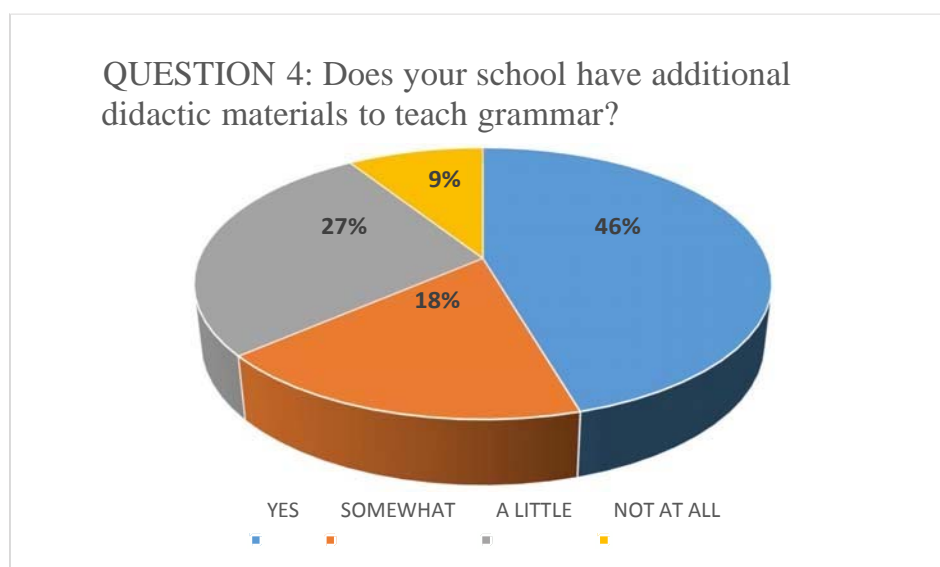
**GRAPHICS 4  QUESTION 4: DOES YOUR SCHOOL HAVE ADDITIONAL DIDACTIC MATERIALS TO TEACH GRAMMAR?**

**Comments:** In this question, it was found that additional didactic materials were especially used to teach grammar and engage them in the learning process. This means that good materials are important and are being implemented in their classes.

41

**TABLE 7 SURVEY RESULTS**

| CATEGORIES | FREQUENCY | PORCENTAGE |
|---|---|---|
| YES | 4 | 36% |
| SOMEWHAT | 5 | 46% |
| A LITTLE | 1 | 9% |
| NOT AT ALL | 1 | 9% |
| TOTAL | 11 | 100% |
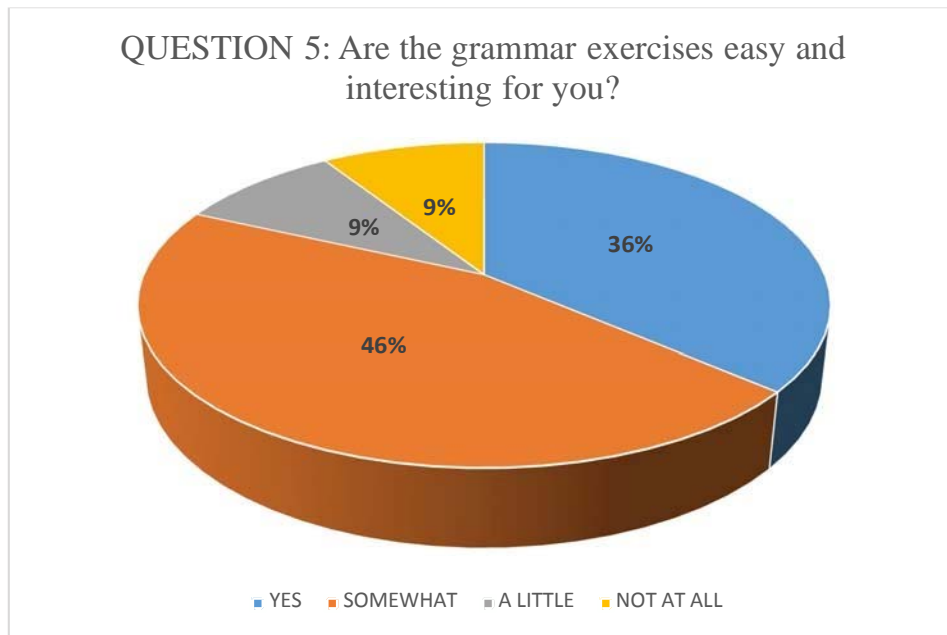


**GRAPHICS 5  QUESTION 5: ARE THE GRAMMAR EXERCISES EASY AND INTERESTING FOR YOU?**

**Comments:**  According to this question, it was indicated that grammar exercises were considered difficult and not easy, this means that these grammar exercises maybe interfering          with          the          learning          process.

**TABLE 8 SURVEY RESULTS**

| CATEGORIES | FREQUENCY | PORCENTAGE |
|---|---|---|
| YES | 9 | 82% |
| SOMEWHAT | 2 | 18% |
| A LITTLE | 0 | 0% |
| NOT AT ALL | 0 | 0% |
| TOTAL | 11 | 100% |

QUESTION 6: Does your teacher use worksheets?

18%  0%
0%
82%

YES    SOMEWHAT    A LITTLE    NOT AT ALL
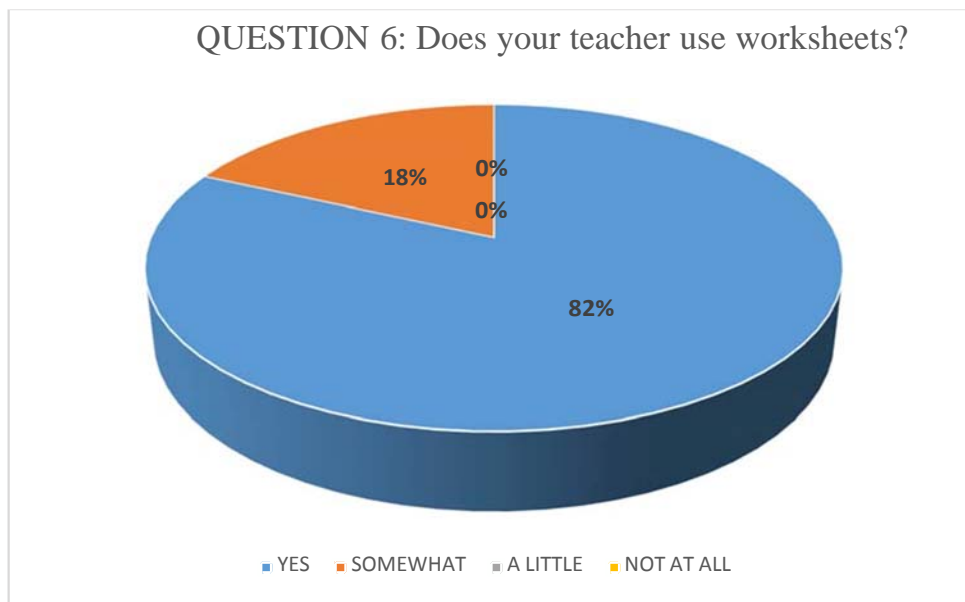
**GRAPHICS 6  QUESTION 6: DOES YOUR TEACHER USE WORKSHEETS?**

**Comments:** In this question, it was found that worksheets were used in the classes, this means that it is important at the moment to reinforce and evaluate the students during the learning                                                              process.

**TABLE 9 SURVEY RESULTS**

| CATEGORIES | FREQUENCY | PORCENTAGE |
|---|---|---|
| | | |
| YES | 9 | 82% |
| SOMEWHAT | 1 | 9% |
| A LITTLE | 1 | 9% |
| NOT AT ALL | 0 | 0% |
| TOTAL | 11 | 100% |



QUESTION 7: Do you consider the worksheets important for your grammar learning?
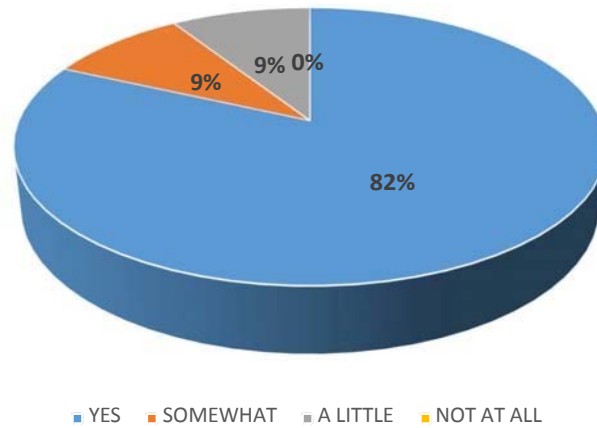
**GRAPHICS 7 QUESTION 7: DO YOU CONSIDER THE WORKSHEETS IMPORTANT FOR YOUR GRAMMAR LEARNING?**

**Comments:** According to this question, it was found that worksheets were commonly considered important in the learning process, this means that worksheets are beneficial at the moment to teach the subjects.

TABLE 10 SURVEY RESULTS

| CATEGORIES | FREQUENCY | PORCENTAGE |
|---|---|---|
| YES | 4 | 36% |
| SOMEWHAT | 3 | 27% |
| A LITTLE | 4 | 37% |
| NOT AT ALL | 0 | 0% |
| TOTAL | 11 | 100% |



QUESTION 8: Are your English classes dynamic and interactive?
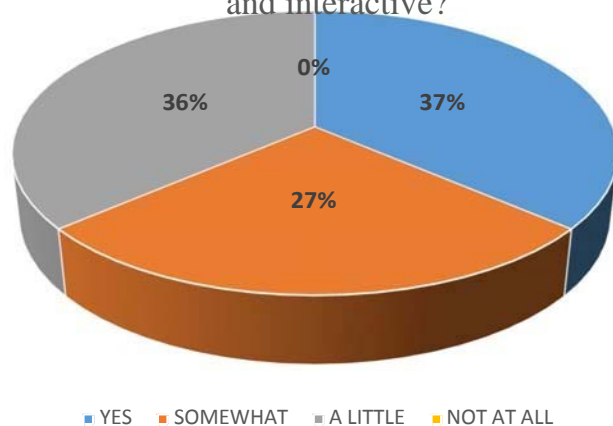
GRAPHICS 8  QUESTION 8: ARE YOUR ENGLISH CLASSES DYNAMIC AND INTERACTIVE?

**Comments:** According to this question, it was found two similar results, part of students considered English classes dynamic, and the other part were indicated English classes were not dynamic and less interactive. This means that these classes should be more interactive because it helps to practice grammar in order to have an interesting class.

**TABLE 11 SURVEY RESULTS**

| CATEGORIES | FREQUENCY | PORCENTAGE |
|---|---|---|
| YES | 7 | 64% |
| SOMEWHAT | 0 | 0% |
| A LITTLE | 1 | 9% |
| NOT AT ALL | 3 | 27% |
| TOTAL | 11 | 100% |

QUESTION 9: Do you think that grammar is a difficult part in your English learning process?
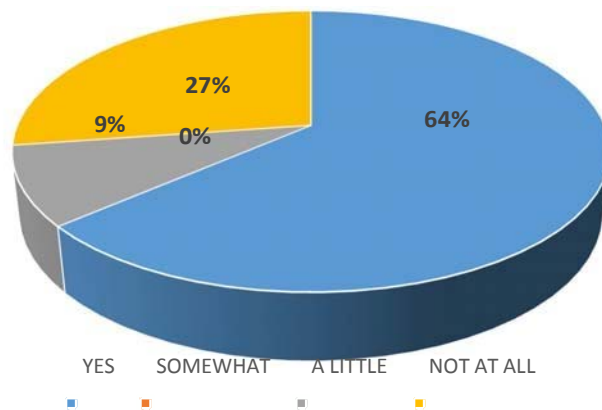


**GRAPHICS 9  QUESTION 9: DO YOU THINK THAT GRAMMAR IS A DIFFICULT PART IN YOUR ENGLISH LEARNING PROCESS?**

**Comment:** In the last question, it was found that grammar classes were the difficult part in the learning process, this means that the teacher needed to motivate the students to learn grammar which is fundamental to learn but not impossible.

**Teacher's interview**

In the first question, the teacher said that the methodologies to motivate students to learn grammar were cooperative and collaborative. Activities that students can resolve in groups were suggested by her. In that way students are going to increase their vocabulary as long as they speak in English all the time, also they will learnt to work as a group and assume responsibilities.

In the second question, she made clear that she used didactic materials as flashcards and students also create materials for learning the grammar. Didactic materials are a fundamental resource that students are going to enjoy, practice and learn at the same time. It makes grammar classes interesting and easy to learn.

In question number three, she indicated that she, in fact, present grammar with videos related to the topic, also using real life situations. She pointed that for her it is important use real life situations, bout for students sometimes is difficult to understand and for that reason she speak English and Spanish for the better comprehension.

In the next question, indicates that students show interest when she introduce a new grammatical topic and that students look if it is difficult or easy. She also indicated that students really like to learn grammar topics in different ways and then students express their ideas and doubts.

Finally, in the last question is about the textbooks for the learning of grammar, and she mentioned that the textbooks are not enough, and indicates that teachers must use extra materials, she uses online worksheets, didactic and online games. For them use their books are boring because it has too much letters, it doesn't have the enough activities to practice                                                                                    grammar.

**English Coordinator's interview**

In the question one, the coordinator said that the textbook are not enough for the students learning and that it is only and guide for teachers. She pointed that will be great the teacher made resources because students can reinforce and enjoy the activities. Also, it help to encourage students to get motivated at the moment of introduce a new topic.

In the second question, she indicated that teachers need a lot of resources because students must practice the four skills. Also, she said that for teachers should be a commitment to practice the four skills using different methods of teaching for the well-being and learning of the students. However, she indicated that it is and obligation for the teacher finish the book despite it is not enough for the students learning.

In the next question, she mentioned that she, as a coordinator, encourage teachers to create their own resources because they need instructions for working with it in the planning classes. Moreover, for teachers sometimes results tedious because they must finish the book and at the same time they work with resource materials.

In question number four, the coordinator said, that one of the most appropriate methodology for students in the ICT methodology because it motivate students in grammar classes. She mentioned that the institution is growing up with the technology in order that both students and teacher should use it and teachers create materials using ICT methodologies for the better comprehension in students.

In the last question, she indicated that teacher-made resources motivate students in the learning process. She mentioned teaching grammar is easier if teachers use teacher made resources, because students feel enthusiastic about being in an English class, so she emphasizes that it is a way of encourage students for a better learning.

**Class observation 1**

Put a check in the corresponding option

| | YES | NO | SOMETIMES |
|---|---|---|---|
| Teacher encourages students to practice grammar in class | | | ✓ |
| Students work in different grammar activities without difficulties | | | ✓ |
| Teacher checks if students understood the grammar activities | ✓ | | |
| Teacher uses writing activities to encourage students to understand the grammar | | ✓ | |
| Teacher works on the different grammar activities given on the book | ✓ | | |
| Students ask question in English when they have any doubt | | | ✓ |

**Comment:** In the first observation, it was noticed that the teacher did not encourage students to practice in class as they should do. Most of the students showed difficulties working in the activities given by the teacher. It was found that students stood up to ask their doubts to the teacher and shared information among them. It was observed that students did not speak in English with the teacher nor with their classmates. The teacher worked in different activities that the book contains, and she was all the time checking students'                                                                                 activities.

**Class observation 2**

Put a check in the corresponding option

| | YES | NO | SOMETIMES |
|---|---|---|---|
| Teacher encourages students to practice grammar in class | | | ✓ |
| Students work in different grammar activities without difficulties | ✓ | | |
| Teacher checks if students understood the grammar activities | ✓ | | |
| Teacher uses writing activities to encourage students to understand the grammar | | ✓ | |
| Teacher works on the different grammar activities given on the book | ✓ | | |
| Students ask question in English when they have any doubt | | ✓ | |

**Comment:** In the second observation, it was noticed that the teacher did not encourage students to practice in class as students should do, while students only practiced one paper in one hour. The students showed difficulties to work in the activities given by the teacher. Sometimes, they practiced writing in the classroom and sometimes they practiced at home. Some students tried to speak in English with the teacher and with their classmates. The teacher worked in different activities that the book contained, and she was all the time checking students' activities.

**Class observation 3**

Put a check in the corresponding option

| | YES | NO | SOMETIMES |
|---|---|---|---|
| Teacher encourages students to practice grammar in class | ✓ | | |
| Students work in different grammar activities without difficulties | ✓ | | |
| Teacher checks if students understood the grammar activities | ✓ | | |
| Teacher uses writing activities to encourage students to understand the grammar | | ✓ | |
| Teacher works on the different grammar activities given on the book | ✓ | | |
| Students ask question in English when they have any doubt | | ✓ | |

**Comment:** In the final observation, it was noticed that the teacher improved in the activities, motivating students to practice in online activities and worksheets. The students did not show difficulties to work in the activities given by the teacher. Sometimes, they practiced writing in the classroom and sometimes they practiced at home. Some students tried to speak in English with the teacher and with their classmates. The teacher worked in different activities that the book contained, and she was all the time checking students' activities.

CHAPTER IV

## 4. PROPOSED PROJECT PLAN

### 4.1 TITLE

TEACHER MADE RESOURCES FOR THE IMPROVEMENT OF GRAMMATICAL ACCURACY IN 8TH GRADE EFL STUDENTS

### 4.2 JUSTIFICATION

Teacher-made resources is one of the most fundamental parts that facilitate students' acquisition of grammatical accuracy and that facilitate the implementation of dynamic activities like worksheets, videos, and the visualization of the correct materials as a resource for teachers.

The need of this teacher-made resource adaptation will cause a great impact changing the students' attitude for the language since it contains relevant information about the grammar. As we mentioned before, grammar refers to a set of rules, structures that the teacher has to handle in a way that the students can understand and work following the process and adapt to the subject.

This research project will benefit the students and the teacher, not only in teaching grammar also to improve writing in an interactive way. As well, this project gives students the opportunity to create sentences and create basic communication in English, in this way the students can acquire oral proficiency and better writing skills using the appropriate technique and strategies.

The implementation of those materials during the English classes will get as a result positive effects on the development of their grammar learning process .This research project will also help teachers to made their classes more dynamic innovating new strategies and also the opportunity that the students need to improve the learning of a second language, and as not learning English in a fun and interesting way drawing the attention of students, as is the use of material.

### 4.3   Objectives ( broad and specific)

**Broad:**

To develop teacher made resources -practical activities- to facilitate students' English grammar learning process at "Unidad Educativa Jose Benito Benitez San Andres".

**Specific:**

➢ To design and implement teacher- made resources on the grammatical accuracy of ELT students.
➢ To make the teaching learning process more dynamic and fun.
➢ To provide new teaching strategies elaborating appropriate didactic materials.

### 4.4   Content framework of the proposed project plan

As we now this project is about how to implement teachers made resources in a grammar classes, this idea include the creation, imagination and ability that is necessary to have as a teacher. The main idea of this project is find strategies to involve students to learn and to improve their grammar learning that is why we are finding those strategies to obtain good results in this learning stage. The materials and resources that are going to be implemented fill an important part in the students learning process. We analyzed this important part, and decided to create material that involves to students to have the desire to learn a new language and in this case to learn grammar (as me mentioned before this is the most important part of English leaning). Worksheet, poster, flashcards, etc, are the resources that we consider necessary for this project because this is the way that we keep the students attention and the interest that they can feel at the moment to learn this part that they consider the most difficult.

We decided to implement worksheets to reinforce this part of the learning process. The worksheets are design in order to awake the student`s mood at the moment to learn grammar and reinforce their knowledge in a funny way using new exercises and not the typical activities that usually use in a text. The worksheets are create according to the book with the appropriate unit of each term, the students work with the activity in the book, and at the moment to reinforce the class we introduce the worksheets in order to review what has been learned. We create topics of each text unit, writing the indication

of each exercise and looking for the objective of each topic, always going hand in hand with the book, for example if we introduce Unit #1, at the end of the class we implement the worksheet of this unit reinforcing topic by topic about what we are going to learn and about what we have learning, and the same thing with the next unit using the worksheets as a review.

The extra material that we are going to implement as a charts, flashcards etc are also create depending of the unit that we are learning , always using the imagination and the creation and the moment to do and implement the material. We consider that the worksheets and the material that we are going to implement in the grammar class play an important part in the learning of these children and strengthen their performance and their desire to learn this language, and in the end result in a better performance in grammar leaning.

### 4.5   The Proposed Project Plan

The purpose of our project is to design material and activities to reinforce the learning of the grammar in the English language allowing the teachers to use dynamic materials and activities according to the subject of grammar that will be taught in classes. The material that will be used aside from the books will be the support to reinforce rules and structures of the grammar. Worksheets flashcards and charts are the adequate implementation for this project that is why we are going to do this material, we are going to create activities in order to reinforce the grammar  to obtain as a result a good develop in the English field and the most important a good learning grammar                                            process                                          .

# WORKSHEET # 1

**UNIT 1:** *Favourites*

**1.-Write the plural and singular pronouns**

| SINGULAR | PLURAL |
|----------|--------|
|          |        |
|          |        |
|          |        |

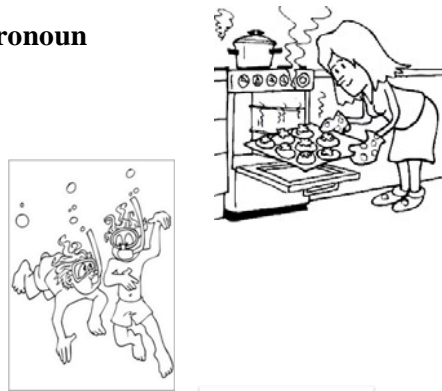**2. Rewrite the sentences with the correct subject pronoun**

a) Ana is baking some cookies.

_____

_____

b) John and Lisa are swimming in the pool.
c) My mother and I are washing the dishes.

_____

d) My chair is broken.

_____

**3. Match the subject pronoun with the correct verb to be.**

We

He                              is

I                               are

They                            am

She

You

**4. Fill in the blanks with is/are/am**

    a. Sam _____ swimming in the pool.
    b. The school bell _____ ringing.
    c. I ____ Ecuadorian.
    d. Ships ____ sailing in the sea.
    e. I _____ not a monkey.
    f. Birds _____ flying in the sky.
    g. The tiger _____ feeling hungry.
    h. These children _____ playing in the slide.

**5. Find the right answer for the questions. Write the letter on the space provided.**

| 1 | Where is the iPod? | A | Mexico | 1 | |
|---|---|---|---|---|---|
| 2 | Is your purse black? | B | No, I'm not | 2 | |
| 3 | Is Joseph from Costa Rica? | C | Yes, you are | 3 | |
| 4 | Are they late? | D | My English teacher | 4 | |
| 5 | Where is Cleo from? | E | I think it's red | 5 | |
| 6 | What color is your book? | F | No, it's gray | 6 | |
| 7 | Are you angry? | G | It's on the table | 7 | |
| 8 | Who's that man? | H | No, she is Spanish | 8 | |

**6. Look color and describe the action using the object pronouns with the verb to be.**



a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

**Unit 2:** *My Family*

1. **Complete the sentences with This, That, These, Those.**

| this ⟹ ⭐ | these ⟹ 🖊 |
|---|---|
| that ⟹ ⭐ | those ⟹ 🖊 |

a) _____ is a computer game.

b) _____ are cars.
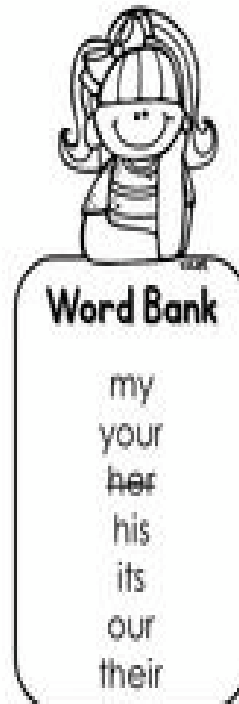
c) _____ is a camera.

d) _____ is a kite.

e) _____ are _____.

2. **Read the sentences and complete the conversation with the correct possessive pronoun.**

a) This is ___ Jen ___

   This is _____ book.

b) This is Benny

   This is _____ puppy.

c) This is John and me.

   This is _____ house.

d) This is Peter and Wendy

   This is _____ flowers.

e) This is me.

   This is _____ snowman.

f) This is you.

   This is _____ mug.

g) This is a kitty.

   This is _____ toy.

**Word Bank**

my
your
~~her~~
his
its
our
their

3. **Complete the chart using the correct possessive pronoun**.

| SUBJECT PRONOUN | | POSSESSIVE ADJECTIVE |
|---|---|---|
| **I** | I have a shirt. | _____ shirt is green. |
| **YOU** | You have a book. | _____ book is new. |
| **HE** | He has a pillow. | _____ pillow is soft. |
| **SHE** | She has a dog. | _____ dog is small. |
| **IT** | It has a bone. | _____ bone is old. |
| **WE** | We have a bird. | _____ bird is noisy. |
| **YOU** | You have a house. | _____ house is big. |
| **THEY** | They have a car. | I |

4. **Look at the chart and make present simple sentences.**

| I (+) | | **A big house.** |
|---|---|---|
| **YOU(-)** | | good grades. |
| **HE(+)** | | white t-shirt. |
| **SHE(+)** | | red flowers. |
| **IT(+)** | **HAVE** | long neck. |
| **WE(-)** | | Pencil in our pencil case. |
| **YOU(-)** | | English book. |
| **THEY(+)** | | Long hair. |

**Sentences:**

a) _____    b) _____

c) _____    d) _____

e) _____    f) _____

g) _____    h) _____

5. **Write the third person singular form of these verbs.**

| swim | | study | |
|---|---|---|---|
| live | | play | |
| finish | | do | |

**Complete the sentences with the verbs.**

   a. James ……………………… (not like) football at all.
   b. ………….. you………… a bath or a shower? (have)
   c. My brother………………………… (study) medicine.
   d. Mary ……………………..English well. (speak).

**Unit 3***: Daily routines*

1. **Color the boxes that represent each adverbs of frequency.**

| Always | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Usually** | | | | | | | | |
| **Often** | | | | | | | | |
| **Sometimes** | | | | | | | | |
| **Hardly ever** | | | | | | | | |
| **Never** | | | | | | | | |

2. **Write how often you do these activities. Use adverbs of frequency. Then, find out how often your partner does them. What question can you ask?**

| ACTIVITIES | YOU | PARTNER |
|---|---|---|
| Do the homework | | |
| Listen to music | | |
| Watch tv | | |
| Wash the dishes | | |

3. **Write sentence about you, using the correct adverb of frequency.**
   a. **Play**

   _____

   b. **Eat fruits.**

   _____

   c. **Go shopping**

   _____

   d. **Clean the house.**

   _____

4. **Make present simple questions, and match with the correct answer.**
   a.  You/ like/ cake.

   _____.         Yes, she

   does b.   She/live/in Ecuador

   _____.         No, I

   don't c.   They/hate/study

   _____.          Yes, he

   does d.   He /play /tennis/on Saturday.

   _____**.**      No, they don't

**5. Match with the correct picture.**

| What | Where | When |
|------|-------|------|



**6. Scramble sentence.**

a. Does/where/Thomas/study/?

_____

b. Where /her /does/friend/lives/?

_____

c. do/ where/ have/you/breakfast/?

_____

d. Study/you/do/what/?

_____

| WHAT | ask for information about something. |
|------|--------------------------------------|
| WHEN | ask about the time that something happened or will happen. |
| WHERE | ask questions about place or position. |

**7. Match the questions with the correct answer.**

- Where are you from?                    Yes, I do.
- Do you like fruits?                     I like listen to music
- What do like?                           I`m from in Ecuador
- Does she wear green blouse?             In March
- When does school start?                 Yes, she does

**8. Draw the correct face for each feeling.**

LOVE [ ]        LIKE [ ]        NOT LIKE [ ]        HATE [ ]

**9. Put a check in the box that you consider.**

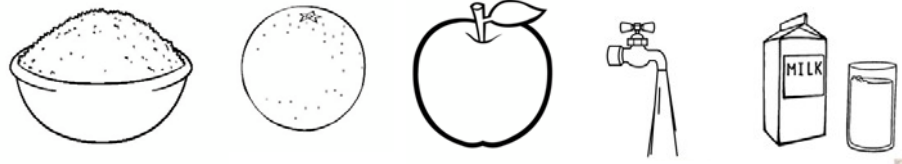|                 | LOVE | LIKE | NOT LIKE | HATE |
|-----------------|------|------|----------|------|
| Read a book     | ✓    |      |          |      |
| Play soccer     |      |      |          |      |
| Eat chocolate   |      |      |          |      |
| Do     the homework |  |      |          |      |

**Unit 4:** *School Days.*

1. **Look at the chart and put the word in the correct side.**

| Countable | Uncountable |
|---|---|
|  |  |

Egg Milk

Flower

Tomatoes

Snow

Juice

Wáter

Potatoes

2. ~~Color the countable objects and circle the uncountable~~ objects.

3. **Circle the best option.**

| a | apple |
|---|---|
| an |  |

| a | ant |
|---|---|
| an |  |

| a | flower |
|---|---|
| an |  |

| a | umbrella |
|---|---|
| an |  |

| a | cat |
|---|---|
| an |  |

| a | guitar |
|---|---|
| an |  |

4. **Make sentence with a lot of, some and any according to the chart.**

|  |  | Mary | John |
|---|---|---|---|
| a. | Eat Chinese food | X | // |
| b. | Drink water | / | X |
| c. | Eat meat | X | / |
| d. | Eat vegetable | X | / |
| e. | Eat sushi | // | X |

**/ / a lot**
**/ some**
**X any**

EX: Mary does not eat any Chinese food. John eats a lot of fruits.

a.

b.

c.

d.

e.

5. **Put the checks that represent each frequency expressions.**

|  | MON | TUE | WED | THURS | FRI |
|---|---|---|---|---|---|
| Every day |  |  |  |  |  |
| Once a week |  |  |  |  |  |
| Twice a week |  |  |  |  |  |
| Three times a week |  |  |  |  |  |

6. **Write the frequency expressions.**
   - Diana has ecology classes on Thursday and Friday. _____
   - Joseph has medical appointment every Monday. _____
   - Roxy has swimming from Monday to Friday. _____
   - Tammy goes running from Tuesday to Thursday. _____

7. **How often do you do these activities? Write the frequency expressions.**

**Unit 5:** *Right now*

1. **Write the – ing form of the verbs.**
   - Do_____

   - Play _____

   - Read _____

   - Swim _____

   - Dance_____

   - Run_____

2. **Complete the sentences with the correct verb in present continuous.**

   | Swim | work | sleep | read |
   |---|---|---|---|

   She is _____a book.

   He is _____fast .

   He is _____slowly.

   The dog is _____.

3. **Rewrite affirmative negative sentences and interrogative questions with the present continuous.**

   a) You/ play/videogame. (+)_____

   b) Alice/walk/in the park(-)_____

   c) You/speak/English (?)_____

   d) What/you/eat (?)_____

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4.  **Write a sentence in present continuous**.

# What are they doing?

1. _____

2. _____

3. _____

4. _____

5.  **Describe the picture; write 5 sentences according to the pictures.**



*iSL Collective*

1. _____ .
2. _____ .
3. _____ .
4. _____ .
5. _____ .

**UNIT 6:** *Time and Place*

   1. **Write a sentence using the appropriate prepositions:**

The dog ......     The mouse....

The boy...     The ball...

The kittens....     The man....

The cat....

The man is.....     The soccer ball...

The monkey...

bathtub

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10. _____

   2. **Solve the crossword with the preposition of place.**

**3. Change the Subject pronouns into Object pronouns**

**1.** Martha gave Maria a lollipop.

_____ gave _____ a lollipop.

**2.** Maria likes the lollipop.

_____ likes _____

**3.** My students gave me an Apple.

_____ gave me an apple.

**4.** I like my apple.

I like _____

**5**. Eva is watering the flowers.

_____ is watering _____.

**6.** The flowers are beautiful.

_____ are beautiful.

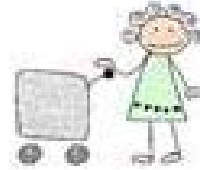**7.** Ana loves David.

_____ loves _____.

**8.** David doesn't know.

_____ doesn't know

**9.** Mom is buying food for Ana and me.

_____ is buying food for _____.

**10.** Daniel and I love our mom.

_____ love _____.

4. **Complete with *there is* and *there are*. The image was taken from "iSLCollective.com"**
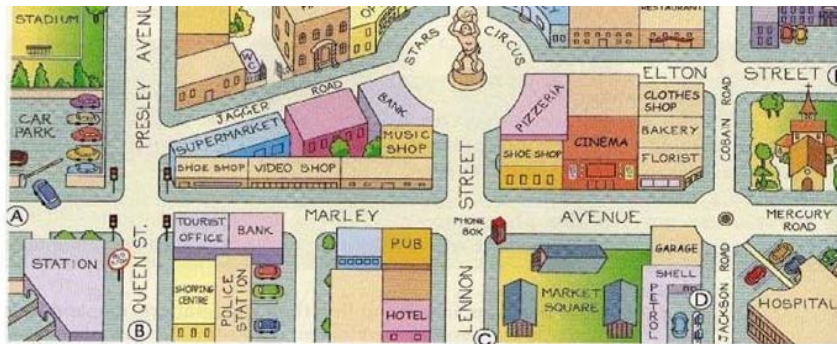
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a. _____ a video shop.
b. _____ a school.
c. _____ two banks.
d. _____ a church opposite the school.
e. _____ a lot of restaurants.
f. _____ a stadium
g. _____ pubs.
h. _____ a pizzeria.
i. _____ shoe shops.
j. _____ many cars.

**5. Look at what is in the fridge and complete with there is/ there isn't/ there are/ there aren't. The image was taken from "iSLCollective.com"**
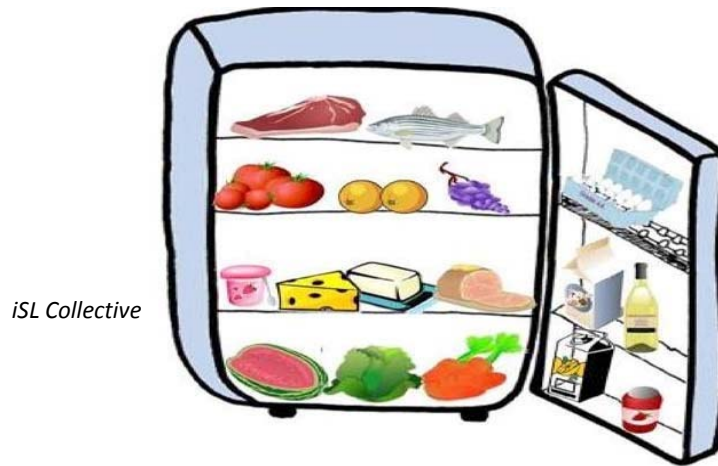
*iSL Collective*

a. _____ some cheese.      f. _____ some eggs.

b. _____ some chicken.     g. _____ some butter.

c. _____ any strawberries.  h. _____ a salad.

d. _____ any grapefruit juice. i. _____ any bread.

e. _____ some milk.       j. _____ some fish.

**6. Look at the picture and write true or false. The image was taken from "iSLCollective.com"**

1. There is some coffee.
2. There isn't any milk.
3. There aren't any eggs.
4. There is some bacon.
5. There isn't any tea.
6. There aren't any cookies
7. There is some orange juice.

**7. Choose the right options. The image was taken from "iSLCollective.com"**

1. There is *some / any* coke

2. There aren't *any / some* chips

3. There is *any / some* salad

4. There isn't *some / a* hot dog

5. There is *a / any* burger

6. Are there *some / any* chips?

8. There *is / isn't* some coke

9. There *are / aren't* any eggs

10. There *is / are* a burger

11. There *are / is* some salad

12. There *isn't / aren't* any water

13. There *isn't / aren't* an apple

**UNIT 7:** *Idols*

1. **The boardgame was taken from "iSLCollective.com". Let's practice speaking asking and answering questions using the verb be in the simple past was and were**.

| | | | | | |
|---|---|---|---|---|---|
| **Start** | When were you born? | Was it cold last week? | Who was your best friend in elementary school? | Move forward 2 spaces | Where was your mother born? |
| Who was the first president or prime minister of your country? | Were you a quiet child? | Move back 3 spaces | How old were you 3 years ago? | What was your favorite cartoon when you were 8? | In what month was your father born? |
| Were you at home yesterday at 5pm? | How was your weekend? | Were you asleep yesterday at 10pm? | Who was absent from class yesterday? | Were you late to class today? | Start again |
| Where was your father last night? | Skip turn | When was your best friend born? | What was your last vacation? | Was your best friend with you last weekend? | Were you sick last month? |
| When was the last public holiday in your country? | Who was your favorite teacher? | Were you busy yesterday morning? | Move back 3 spaces | Where were you last Saturday at 9pm? | Finish |

2. **Exercise taken from "British Council". Read the question, choose and write the correct answer.**

a. _____ you on the bus this morning?

| **WAS** | **AM** | **WERE** |
|---|---|---|

b. They _____ happy with the football score.

| **WASN'T** | **WERE'NT** | **WAS** |
|---|---|---|

c. She _____ in the café at lunch time**.**

| **WERE NOT** | **WASN'T** | **WEREN'T** |
|---|---|---|

**3. Match the words in the right order to make a sentence. Write it on the lines.**

weren't

They

yesterday

the

match

football

at

_____

she

her

was

with

friends

last

Saturday.

_____

**4. Put the words into the gaps to complete the sentences**

| watched | played | visited | lived | walked |

a. I _____ tennis against my cousin last week.

b. Last weekend I _____ in the mountains.

c. Yesterday we _____ my grandparents.

d. She _____ in New York when she was little.

e. They _____ a film yesterday.

**5. Turn the sentences into negative or question.**

a. Claire played tennis this weekend. (-) _____

b. David washed his car on Saturday. (-) _____

c. Kate finished her homework. (?) _____

d. Marta waited for the bus. (-) _____

e. Elisa called Sue to go out. (?) _____

f. John watched TV all day. (?) _____

**6. Look at the words and put each other in the appropriate column**



| / d/ | / t / | / Id/ |
|------|-------|-------|
|      |       |       |

**Write 5 sentences using the verbs above. Read them to your class.**

> **Example:** When I was young, I cried when I couldn't pronounce a word.

1. _____
2. _____
3. _____
4. _____
5. _____

**UNIT 8:** *Dear Diary*

8. **Change the verbs to Past Simple and fill in the missing words. The crossword was taken from "iSLCollective.com"**

| 1 | | | | | | 2 | |
|---|---|---|---|---|---|---|---|
| **B** | **R** | **O** | **U** | **G** | **H** | **T** | |

| ACROSS WORDS |
|---|
| 1. Bring |
| 4. forget |
| 6. know |
| 9. send |
| 11. stand |
| 12. read |
| 15. make |
| 17. draw |
| 22. spend |
| 23. catch |
| 25. fly |
| 27. are |
| 18. drive |

| DOWN WORDS | |
|---|---|
| 1. break | |
| 2. think | |
| 3. go | 22. hear |
| 5. take | 23. is |
| 7. choose | |
| 8. hold | |
| 10. find | |
| 11. swim | |
| 12. ride | |
| 13. drink | |
| 14. do | |
| 18. write | |
| 19. lose | |
| 20. steal | |
| 21. come | |

9. **This is a very famous place in London called Piccadilly Circus. The photo was taken in 1896. Look at the photo and write there was / there wasn't / there were / there weren't. The image was taken from "iSLCollective.com"**


*iSL Collective*

1. _____ any skyscrapers.

2. _____ hundreds of tourists.

3. _____ many horse-drawn carriages

4. _____ some old buildings.

5. _____ a lot of cars.

6. _____ any telephone boxes.
7. _____ any traffic lights.

10. **Complete with was / were / there was / there were. The image was taken from "iSLCollective.com"**


*iSL collective*

a. Lope de Vega _____ a famous writer.

b. He _____ Spanish.

c. He _____ from Madrid.

d. Lope _____ a very intelligent boy.

e. His plays _____ performed in many theaters.

f. _____ many women in his life.

g. _____ other famous writers in those times.

h. Cervantes _____ his rival.

2. **Make questions about what is remarked in these sentences (Wh-question activity).**

a. He found <u>the key</u> inside the drawer of his desk.

_____

b. She was with Jean <u>in the library</u>.

_____

c. They used to fly to France <u>twice a month</u>.

_____

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**d.** The class started <u>at seven o'clock.</u>

_____

3. **Complete the sentences and corresponding questions by choosing verbs from the list and putting them in the correct form.**

BUY, GET UP, TRAVEL, START, EAT, GO (x2), LEAVE

**a.** _____?

    He _____ an apple.

**b.** _____?

    We _____ to the cinema.

**c.** _____?

    They _____ by train.

**d.** _____?

    I _____ school in 1990.

4. **Circle the correct form of the verb.**

    **a.** Did you *buy/bought* a new DVD?

    **b.** When did Jane *started/start* school?

    **c.** Why did your father *go/went* to Paris?

    **d.** Did Tom *speak/spoke* about Adam?

    **e.** How did Sarah *knew/know* that news?

    **f.** When did you *meet/met* your best friend?

## 4.6 Validation of the proposed Project plan

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

Validation of the proposed Project plan

"The Effect of Teacher Made Resources on the Grammatical Accuracy of EFL Students in 8th grade at Unidad Educativa José Benito Benìtez San Andrès during the school year 2016- 2017"

Rating scale

| Alternatives | Very significant | Significant | Somehow significant | Not that significant | Not significant |
|---|---|---|---|---|---|
| Specific aspect | ✓ | | | | |
| Social impact | ✓ | | | | |
| Feasibility | ✓ | | | | |
| Relevance | ✓ | | | | |
| Originality | ✓ | | | | |
| Language | ✓ | | | | |
| Comprehension | ✓ | | | | |
| Creativity | ✓ | | | | |

**Conclusion:**

According to the results, the English Coordinator said that the proposed plan is relevant and significant for the English Learning in the students.

## 4.7 Impact / benefits of the proposed project plan

The application of teacher-made resources has been designed by us in order to improve English grammar in students of 8th grade at "Unidad Educativa José Benito Benitez San Andrès". The teacher provides the helping hand to reinforce the students about the application of made resources strategies in the English classes. Those teacher-made resources worksheets are going to enhance the teacher to work with activities that students will enjoy and learn. Thus, the use of those worksheets will give the teacher positive methods and strategies if she uses it as a helping material and it will benefit the students to improve their grammar.

The most important beneficiary in the application of those didactic teacher made resources are going to be the student because they will use the worksheets as an applicable tool to increase their English grammar knowledge. This also benefits the students because it proposes a meaningful learning through the experience of the situations. However the use of teacher-made resources will stimulates the senses and creativity in both the teacher and the students, and will promote a participatory and reflective work.

To sum up, all the members from the institution will be beneficiated with the use and application of our proposal plan because the teacher made resources worksheets show positive results in the achievement of the English grammar. The proposal is suitable and feasible to use in this institution and assurance a flourishing learning.

## Conclusions

This project gives teachers the goal of getting the students interested in learning a second language, especially in the learning grammar process. When we are talking about learning a second language we come to the issue of the difficulties that the student may have at the time of learning it, difficulties that we have seen in the 8th grade students of the "Unidad Educativa José Benito Benitez San Andrès".

One of the difficulties is as a matter of grammar in the foreign language, and this is due to the lack of material and strategies applied in students. That is why our project provides solutions, strategies and methods for these difficulties during the learning

process to be seen as innovative material in order to promote the learning of grammar in 8th grade students.

It was necessary to analyze and observe the difficulties that students had and the needs they had when receiving their classes in order to know what types of materials, methods and types of activities they needed to better use the grammar, this was to provide an effective learning process for students. It was necessary to create a comfortable place in the class to motivate them, this implies the material used by the teacher to obtain and maintain the interest of the student. The use of the material and activities carried out by the masters will help to have a correct management of the grammar expressing ideas and achieving a good result. The responses were positive in the way that students could establish good communication implementing the grammar following the teacher trough activities that encourage the use of English improving their grammar learned.

**Recommendations**

This research project can be attached to other institutions as long as these institutions use the same book because the project was made with the grammar topics about the students' book, and our didactic teacher-made resource is going to be used as an additional tool in class. In this way, it is necessary the motivation for students to create a pleasant learning environment in class. Also, teachers should attend seminars to be updated and know the importance of modern technology in class.

It is fundamental to offer a comfortable classroom environment during the learning process. The use of teacher-made resources as the worksheets suggested here, motivates students furnish the learning and boost students' interest. However, it is imperative to present the grammar contents using audio visual resources to make the learning process more relevant. In addition, it is important to use new strategies and resources to strengthen the writing and speaking skills.

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# Appendix

# UNIVERSIDAD LAICA VICENTE ROCAFUERTE FACULTAD DE

# CIENCIAS DE LA EDUCACION MENCION INGLES INTERVIEW

# TO THE ENGLISH COORDINATOR

## OBJECTIVE

To know English coordinator's point of view about the importance of grammar in class.

1. **Do you consider that the textbooks are enough for the learning of grammar in English classes? Why? Why not?**

Answer: _____

_____

2. **Do you consider relevant that teachers make their own resources for teaching? Why? Why not?**

Answer: _____

_____

3. **Do you encourage teachers to prepare their own materials? Why? Why not?**

Answer: _____

_____

4. **What teaching methodology could be the most appropriate to motivate the students in grammar classes?**

Answer: _____

_____

5. **Do you think that teacher made resources influences the student's learning process?**

Answer:_____

_____

# UNIVERSIDAD LAICA VICENTE ROCAFUERTE FACULTAD DE

# CIENCIAS DE LA EDUCACION MENCION INGLES INTERVIEW

# TO THE ENGLISH TEACHER

## OBJECTIVE

To know teachers' point of view about the importance of grammar in class

1. **What teaching methodology are you using to motivate your students to learn English grammar?**

Answer: _____

_____


2. **Do you use additional didactic material to teach grammar in your classes?**

Answer: _____

_____


3. **How do you usually present grammar in class?**

Answer: _____

_____


4. **How is the reaction of your students when you introduce a new grammatical topic?**

Answer: _____

_____


5. **Do you consider that the textbooks are enough for the learning of grammar in English classes? Why? Why not?**

Answer: _____

_____

**APPLICATION OF THE INVESTIGATION INSTRUMENTS**

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE**

**FACULTAD DE CIENCIAS DE LA EDUCACION MENCION INGLES**

**SURVEY TO THE STUDENTS**

**OBJECTIVE**

To know students' point of view about the importance of grammar structures and modal verbs

**SPECIFIC INFORMATION**

Write a "✓" on the answer you consider the most appropriate on each of the required questions

|  | YES | SOMEWHAT | A LITTLE | NO AT ALL |
|---|---|---|---|---|
| 1. Do you like English grammar? |  |  |  |  |
| 2. Does you teacher use posters or another resource to introduce a new grammar topic? |  |  |  |  |
| 3. Do you think that grammar is an essential part in your English grammar process? |  |  |  |  |
| 4. Does your school have additional didactic material to teach grammar? |  |  |  |  |
| 5. Are the grammar exercises easy and interesting for you? |  |  |  |  |
| 6. Does your teacher use worksheets? |  |  |  |  |
| 7. Do you consider the worksheets important for your grammar learning? |  |  |  |  |
| 8. Are your English grammar classes dynamic and interactive? |  |  |  |  |
| 9. Do you think that grammar is a difficult part in your English learning process? |  |  |  |  |

**THANKS FOR YOUR COLLABORATION**

# APPLICATION OF THE INVESTIGATION INSTRUMENTS

## UNIVERSIDAD LAICA VICENTE ROCAFUERTE

## FACULTAD DE CIENCIAS DE LA EDUCACION MENCION INGLES

## SURVEY TO THE STUDENTS

**OBJECTIVE**

To know students' point of view about the importance of grammar structures and modal verbs

**SPECIFIC INFORMATION**

Write a "✓" on the answer you consider the most appropriate on each of the required questions

|  | YES | SOMEWHAT | A LITTLE | NO AT ALL |
|---|---|---|---|---|
| 1. Do you like English grammar? | ✓ | | | |
| 2. Does you teacher use posters or another resource to introduce a new grammar topic? | ✓ | | | |
| 3. Do you think that grammar is an essential part in your English grammar process? | ✓ | | | |
| 4. Does your school have additional didactic material to teach grammar? | ✓ | | | |
| 5. Are the grammar exercises easy and interesting for you? | ✓ | | | |
| 6. Does your teacher use worksheets? | ✓ | | | |
| 7. Do you consider the worksheets important for your grammar learning? | ✓ | | | |
| 8. Are your English grammar classes dynamic and interactive? | ✓ | | | |
| 9. Do you think that grammar is a difficult part in your English learning process? | | | | ✓ |

## THANKS FOR YOUR COLLABORATION

**APPLICATION OF THE INVESTIGATION INSTRUMENTS**

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE**

**FACULTAD DE CIENCIAS DE LA EDUCACION MENCION INGLES**

**SURVEY TO THE STUDENTS**

<u>**OBJECTIVE**</u>

To know students' point of view about the importance of grammar structures and modal verbs

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Write a "✓" on the answer you consider the most appropriate on each of the required questions

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|---|---|---|---|---|
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| 3. Do you think that grammar is an essential part in your English grammar process? | ✓ | | | |
| 4. Does your school have additional didactic material to teach grammar? | | ✓ | | |
| 5. Are the grammar exercises easy and interesting for you? | ✓ | | | |
| 6. Does your teacher use worksheets? | | ✓ | | |
| 7. Do you consider the worksheets important for your grammar learning? | | ✓ | | |
| 8. Are your English grammar classes dynamic and interactive? | | | ✓ | |
| 9. Do you think that grammar is a difficult part in your English learning process? | | | | ✓ |

**THANKS FOR YOUR COLLABORATION**

# APPLICATION OF THE INVESTIGATION INSTRUMENTS

## UNIVERSIDAD LAICA VICENTE ROCAFUERTE

## FACULTAD DE CIENCIAS DE LA EDUCACION MENCION INGLES

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| 4. Does your school have additional didactic material to teach grammar? | ✓ | | | |
| 5. Are the grammar exercises easy and interesting for you? | ✓ | | | |
| 6. Does your teacher use worksheets? | | ✓ | | |
| 7. Do you consider the worksheets important for your grammar learning? | ✓ | | | |
| 8. Are your English grammar classes dynamic and interactive? | | ✓ | | |
| 9. Do you think that grammar is a difficult part in your English learning process? | ✓ | | | |

**THANKS FOR YOUR COLLABORATION**

# Urkund Analysis Result

**Analysed Document:** THESIS Ricaurte-Espinoza.docx (D28040198)
**Submitted:** 2017-05-09 18:40:00
**Submitted By:** xtorresf@ulvr.edu.ec
**Significance:** 9 %

Sources included in the report:

INDEX.docx (D12268329)
00- Proyecto Bricio Aquino - Chinga Flores.docx (D14363168)
00- PROYECTO EVA AVILES - MAYRA FUERTES...... urkumn.docx (D14356898)
PROYECTO DE AVELLAN Y MEDINA.docx (D12867041)
Chapters 1,2,3,4,5.docx (D14307850)

Instances where selected sources appear:

43

**TÍTULO Y SUBTÍTULO:** THE EFFECT OF TEACHER MADE RESOURCES ON THE GRAMMATICAL ACCURACY OF EFL STUDENTS IN 8TH GRADE AT UNIDAD EDUCATIVA JOSÉ BENITO BENITEZ SAN ANDRÈS.

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| **INSTITUCIÓN:** Universidad Laica Vicente Rocafuerte | **FACULTAD:** Ciencias de la Educaciòn |

**CARRERA:** Inglés

**FECHA DE PUBLICACIÓN:** | **No. DE PÁGS:** 85

**TÍTULO OBTENIDO:**
Licenciada en Lengua Inglesa mención en Enseñanza y Administración de Sistemas Educativos en TEFL

**ÁREAS TEMÁTICAS:** Promote teacher methods and strategies to develop skills facilitating students to learn the second language.

**PALABRAS CLAVE:** Teacher-made resources, grammar accuracy, dynamic, strategies, techniques.

**RESUMEN:** We have considered that the English language is an important base for the childhood and youth of this time, because of its high importance of learning a new language for different purposes, it entails us to establish how important it can be to learn English for our children. With this appreciation, we have considered that the learning of our children should be integral and very motivating, since this depends on the enthusiasm they need to achieve a correct learning. We have considered that through this process, grammar is a very important part in the learning of the new language, considering that we have varieties of procedures to acquire it, but on this occasion we must establish that grammar is that part that the student must polish and reinforce More during the learning process, so the work of teaching is to awaken that uninteresting side in learning grammar in children, since it is considered that grammar is uninteresting for students, not for its content, but for The way they receive their grammar classes in English.

That is why methods and strategies have been created to improve this important part of the English language, carrying out research to achieve objectives. Our motivation is to provide the English teacher community with all the tools they need in order to identify the needs that each of the 12 students' needs that we apply direct observations and apply the research. As a result, we started this project and It was possible to identify every need of the students of which they were to learn the grammar of a more interesting way, and that considered that it was a very difficult and little interesting part in the English language, and thus we were able to create tools, including materials to reach that goal, which was to awaken the interest and learning of the students, and thus obtain as a result a satisfactory process of the needs of each student, implementing strategies and following each step that were established .