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ESCUELA DE LENGUAS - INGLÉS**

**RESEARCH PROJECT:
“TEACHING STRATEGIES TO OPTIMIZE L2 GRAMMAR PROFICIENCY
IN SIXTH-GRADE STUDENTS AT UNIDAD EDUCATIVA BÁSICA
INVESCIENCIAS DURING THE SCHOOL YEAR 2013-2014”**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE:
LICENCIADA EN LENGUA INGLESA
ESPECIALIZACIÓN LINGÜÍSTICA Y LITERATURA**

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GUAYAQUIL – ECUADOR

2013 – 2014

ABSTRACT

This research project started taking into consideration the information provided by several classroom observations to sixth graders at Unidad Educativa Básica Invesciencias. These observations showed some of the problems that the students had: lack of attention and interest in the activities implemented by the teacher, excessive use of L1 in the classroom and low proficiency in the use of the English basic grammatical structures. The purpose of this research is to determine the factors that caused these problems. In order to obtain the essential information the following measurement instruments were applied: a) Two surveys to sixth grade students in order to evaluate the teaching process and its main components in general, b) A questionnaire and a survey to the English teachers, to determine their academic preparation c) Four classrooms observations, A pre- test to confirm the existence of the problem and its characteristics and a post- test to define the impact of the application of the teaching strategies based on games and fun activities. After arriving to some conclusions, some recommendations have been provided to improve the teaching of grammar at the above mentioned institution.

Key words: Strategies, grammar, proficiency

DEDICATION

This research project is dedicated to my son, Eduardo David. Hoping he will see this achievement as a role model of perseverance, determination and effort.

My mother is also part of this dedication, I am totally sure that without her endless love support and encouragement, the completion of this process could not be possible.

Reina Yadyra Chasi Cansing

DEDICATION

I dedicate this research project to my family in especial to my father, who have supported me throughout the process. To my mother, who taught me that even the largest task can be accomplished.

Finally, I dedicate this work to my wonderful daughter, Katuska, for being patient and walking with me throughout the entire program. They have been my best cheerleaders.

María Verónica Mejía Ramírez

ACKNOWLEDGEMENT

I thank Almighty God because only with his infinite love and mercy the completion of this research project was possible. At the same time, I want to show my gratitude to all the people who gave me their love, support and guidance during the development of this process.

The unconditional love and encouragement that I received from my parents, my older sister, my brothers, especially to my son, who is the pillar to do not give up on time of difficulties.

I am grateful to my partner, María Verónica Mejía for sharing her knowledge, ideas, support, time and her effort through the development of this work.

Special thanks to my supervisor Msc. Cristina Vizcaino de Fernández for her guidance and constant tolerance. I really appreciate her sage advice and patient encouragement.

Reina Chasi Cansing

ACKNOWLEDGEMENT

First and foremost, I like to thank God for his blessings, because of Him; I was able to finish this project, facing all the obstacles. I thank him for the gift of life, health, and opportunities.

I would also like to express a deep sense of gratitude to Msc. Cristina Vizcaíno de Fernández, for her cordial support, valuable information, exemplary guidance, and constant encouragement.

Special thanks should be given to my professors at Universidad Laica Vicente Rocafuerte de Guayaquil for their patience, dedication, and professionalism.

I am indebted to the Principals, teachers, and students at Unidad Educativa Básica Invesciencias, for their support and help.

I cannot find words to express my gratitude to my parents and daughter for their confidence, support, interest, encouragement and endless love.

María. Verónica Mejía

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TEACHING STRATEGIES TO OPTIMIZE L2 GRAMMAR PROFICIENCY IN SIXTH GRADE STUDENTS AT UNIDAD EDUCATIVA BASICA INVESCIENCIAS DURING THE SCHOOL YEAR 2013-2014

CHAPTER 1

1. INTRODUCTION

Learning English as a Foreign or as a Second Language is an essential thing to do in a globalized society. This language is the official language in 70 countries approximately. Most of the world correspondence is written in English and a high percentage of the information people can find in the internet is also written in English.

English is the language for most published books, or most books are translated into this language. English can also be found in international newspapers. The official language used at airports and at an air traffic control tower is also English. Multinational Businesses are made in this language. And many English songs are heard and enjoyed all over the world.

That is why schools in Ecuador have included this language as a formal subject in their study plans so that students can communicate in this foreign language in an efficient way and also take the opportunity to travel to foreign countries to take higher education courses.

Unfortunately, it is been proved that there are serious problems in teaching English as a foreign language in most Ecuadorian schools. Sometimes the facilities are not the best for the teaching process to take place. Other times there are too many

students in the classroom, i.e., forty or fifty. In some cases English has even been considered as a puerile subject which is used to fill in the gaps in the class schedule.

Teachers are usually professionals in other areas, they speak English but they have not had the corresponding academic preparation to develop their teaching skills. The teaching methods that they implement in the classroom are old-fashioned and most of the time, not relevant to the students' interests and intelligences. There is no systematization in the process, as a result of lack of planning and coordination.

Teachers and students do not use the target language, which affects the teaching-process because of L1 interference. The fundamental purpose of teaching English as a foreign language is in most cases learning lexical items and grammar paradigms, the language skills are not developed or reinforced, so communication does not take place.

All of these problems affect students adversely. As a result, they obtain low grades, they do not care about the subject anymore, they do not get involved in the class activities, disruptive behavior appears and at the end of the teaching process, students cannot communicate at all which constitutes a waste of time and money. Consequently, authorities and teachers may feel frustrated and disappointed.

It is imperative then, to find out solutions to these problems, otherwise students will not be able to meet the challenges that this globalized society has to offer.

1.1. BACKGROUND OF THE PROBLEM

This research project was conducted at "Unidad Educativa Básica Invesciencias", a coeducational school, which is located in "Guayacanes" block 126, Lots 12-13 in Guayaquil.

The mission of Unidad Educativa Básica Invesciencias is to provide comprehensive and high quality education in order to form students who are critic, reflexive, innovating, creative, capable of managing their self-directed development in an environment of culture, values and peace; and that at the end of the tenth year, they can stand out in bilingual schools, due to their efficient communication in English, academic preparation and personality.



Figure 1, Unidad Educativa Invesciencias

Additionally, the vision of the school is to turn into a model bilingual institution that has as a main goal, an educational action based on culture and spirituality, with comprehensive instruction supported by self-cognition and empathy.

Unidad Educativa Básica Invesciencias was founded in 1986. It initially started as a kindergarten and primary school and later on, more courses were opened. In 1999 it became a bilingual school. It has approximately 400 students and 35 teachers who are distributed in 21 classrooms.

There are two principals, an administrative and teaching staff, three area directors and coordinators.

1.1.1. THE ENGLISH DEPARTMENT

There are 6 English teachers who work 30 teaching periods a week and 10 periods in other activities such as planning, preparing material, checking homework, quiz correction and others.

Students were organized according to the level of knowledge and had to attend classes 12 hours a week. Classes were about Conversation, History, Reading, Grammar and Audio. They started activities at 7:10 am and ended at 2:25 pm.

1.1.2. MISSION

The English area is committed to the serious effort of coping with the great challenges set out by the Ecuadorian society, which expects, students who are critic, analytical, responsible, ethical and with moral values, with sufficient expertise to solve problems, competent enough to assume both their role in the development of the country, as well as integrating to the international community by means of using the English language.

1.1.3. VISION

The English area has imposed itself the task to find alternatives so that, the educational project of teaching English as a foreign language can be done with quality and warmth, for the benefit of the school, and the educational community, in general, considering that the success of teaching English is perfectly feasible if it follows a

suitable methodology, considering not only the academic but also the affective needs of students giving them the opportunity to practice and strengthen the language skills at first and then applying them in a real and efficient communicative process. All of this with the support of a professional teaching staff with high expectations and committed themselves to reach the academic goals successfully.

The school English Department offers two programs to the students: a) A regular program to students from pre-kindergarten through sixth grade and b) An intensive program to students from seventh to tenth year.

1.1.4. DESCRIPTION OF THE REGULAR ENGLISH PROGRAM

This program starts from pre-kindergarten to sixth grade of basic education, and is divided into two stages: The first starts from pre-kindergarten to second grade of elementary school, and the name of the subject is English.

In these stages, children internalize the language by stories, games, contests, and songs. It is complemented with the teaching process of the Spanish language area in the development of the basic skills: fine and gross motor, laterality, activities to encourage reading, and activities that are relate to the development of the language. Although an eclectic approach is used, the predominant method in class is Total Physical Response proposed by James Asher.

The second stage of the regular program starts from third to sixth grade, the name of the subject is Integrated Language Skills (ILS) which is also complemented with extra hours of Reading and aims to develop the four language skills: listening comprehension, oral production, reading comprehension and writing all of them .in a harmonious and integrated manner.



Figure 2, Sixth Grade Students in the Classroom.

Additional the students are given the components of these skills such as Grammar, Vocabulary, Phonology, Spelling, focusing on a student-centered, constructivist criteria. Teachers use a kind of eclectic methodology where the best techniques are selected according to the needs of the students.

There are 28 sixth graders, 14 girls and 14 boys. They are between 9 and 10 years old. They are hardworking students, follow directions, and work in a discipline and organized environment. They really like to participate in all classroom activities.

Their great and positive attitude towards learning is one of the reasons that motivated the authors to conduct this research.

1.1.5. THE TEXT BOOK

The text book that is used in sixth grade is English in Mind Started A from Cambridge University Press by Herbert Puchta and Jeff Stranks. This book contains eight units with the corresponding workbook material grouped into two modules with clear learning objectives at the beginning of each module, plus 'Check your Progress' sections at the end, which help students and teachers plan learning more effectively.

The textbook is complemented with Audio CDs/CD-ROMs combining an interactive CD-ROM and audio material, a teacher's book, a teacher's resource pack which includes: Extra photocopiable materials and Diagnostic and progress tests and a web support. Finally, the English in Mind Combos can be used with mixed-ability classes. Combo Starter A is for complete beginners.

This research paper focuses on the influence of the teaching strategies on the L2 Grammar proficiency, and in order to perform an accurate diagnosis of the strengths and weaknesses of sixth-graders at Unidad Educativa Básica Invesciencias, the authors conducted three classroom observations in different days.

With the information obtained from these observations, it was established that three types of factors affected the teaching-learning process of Grammar. They were: teacher, student and organizational factors.

In relation to the teacher performance in the classroom, the following facts were observed: Excessive use of Spanish as the language of instruction and communication

which caused constant interference in the L2 teaching process. The incorrect order of activities implemented by the teacher and lack of time control evidenced poor planning.

The grammatical structures were not presented in a proper context. In addition, the teacher placed emphasis only on the form, ignoring the use and meaning of the tense.

The revision of support materials showed that the workbooks were not checked, and in most cases, they were incomplete. The apathy and lack of motivation of the students in the class showed that the implemented activities were not relevant to their ages and interests. The appropriate teaching materials were not used. Finally the deficiency in the use of pedagogical methods, techniques and strategies demonstrated the lack of teacher's academic preparation.

With the regard to the students, the misuse of grammatical structures in different contexts confirmed that they did not know about the basic grammatical concepts such as the parts of speech.

Referring to the organizational factors, there were an excessive number of students and the noise affected the development of the class. The seating arrangement did not facilitate the implementation of group activities.

All of these factors, in one way or another contributed to indiscipline and lack of motivation, resulting in low grades in some students, causing concerns in authorities, teachers and parents.

If immediate action is not taken, regarding to this situation, there will be serious consequences like: Problems to learn more complex grammatical structures. The number of students with unfulfilled duties will increase because there will be the

perception that the assignments are not checked. The learning objectives of the students will not be achieved in this area.

Grammar is one of the fundamental components of the language skills. If the students have problems with the structures, meaning and use of the tenses, they will be unable to communicate effectively in English, resulting in more indiscipline and low scores with the corresponding consequences at the end of the school year, affecting the prestige of the institution.

We can then say, If the pedagogical strategies for Grammar teaching to sixth-graders at Unidad Educativa Básica Invesciencias of Guayaquil are innovating, meaningful, relevant to their ages, learning styles, and interests, i.e. favoring a quality education, based on the principles of modern didactic, then it is likely that their impact is positive in the achievement of learning objectives in 2013 ".

1.2. STATEMENT OF THE PROBLEM

Will the application of effective teaching strategies improve the performance in grammar of the sixth grade students at Unidad Educativa Básica Invesciencias?

1.3. OBJECTIVES

1.3.1. GENERAL OBJECTIVE

To optimize the process of teaching grammar to develop L2 proficiency in Sixth-Grade Students at Unidad Educativa Básica Invesciencias.

1.3.2. SPECIFIC OBJECTIVES:

- To identify the students' academic strengths and weaknesses to establish technical guidelines and norms that can contribute to the correct application of the teaching strategies.
- To determine suitable strategies to cope with student's detected needs, taking into account the didactic components applied in this research project.
- To adapt appropriate teaching strategies to satisfy students' needs.

1.4. RATIONALE OF THE STUDY

After having obtained the grades of the first “quimestre” corresponding to the first, second and third partials, in ELT2 in which grammar is one of the basic components, in sixth-grade students at Unidad Básica Educativa Invesciencias, approximately 40% of them have got poor marks. The purpose of this research is to discover the academic, social and personal factors that caused this problem. As a result the pupils' grammar proficiency in English is not satisfactory.

This deficiency becomes a serious complication in the process of learning the target language. “Grammar is the structural basis of the way we communicate, the more we realize how it works the more we can control the sense and efficiency of the way we use the language. Grammar proficiency will help to develop accuracy, detect ambiguity and exploit the richness of communication in English” ..."(David Crystal, "en Palabra y Obra," TES Maestro, April 30th, 2004.)

It is necessary to emphasize that the educational standards at Unidad Educativa Básica Invesciencias require that sixth-grade students reach the A1 level, according to the Common European Framework, at the end of the school year. For this reason, we are facing the reality that the poor marks that the students have, do not contribute to achieve the academic objectives of Unidad Educativa Básica Invesciencias.

At the same time, it provokes the professional frustration in teachers who do not get satisfactory results in their work. Students lack motivation and interest in the subject due to their low grades. Consequently, our proposal is to design and provide guidelines on how to implement teaching strategies to develop L2 grammar proficiency in order to help the students to improve their English and in that way to reach one of the academic objectives at Unidad Educativa Básica Invesciencias.

1.5. SCOPE AND DELIMITATIONS OF THE STUDY

The current project will focus principally on the search, development and implementation of effective strategies to teach English grammar considering it is important as one of the basis component of L2 language skills: Listening comprehension, Oral proficiency, Reading Comprehension and Writing. These teaching strategies will be applied to 25 graders at Unidad Educativa Básica Invesciencias located in “Ciudadela Guayacanes” “Parroquia Tarqui” in Guayaquil. The development of this project will take place during the school year 2013-2014.

CHAPTER II

2. LITERATURE REVIEW

Human beings have not only shown desire to learn how to speak foreign languages but often their curiosity led them to discover how to do this in the best possible way. Since ancient times, every civilized society has developed and adopted ideas about the nature of the L2 teaching and learning processes.

For a long time there have been different concepts of paradigms, learning theories and teaching methods that have been part of syllabuses at schools. Teachers have adapted their teaching strategies to the learning theory of their preferences. Two sciences have contributed enormously to the development of them: Linguistics and Psychology.

Linguistics deals with language form, meaning and context and Psychology deals with the process of language acquisition.

It is thought that the didactic strategies can handle everything and a good method, implemented by a good teacher, can guarantee that the students learn effectively and permanently. Nowadays, schools are interested in who learns, how they learn and how the students respond.

Experts in ELT agree that the main purpose of language is communication. The present research project focuses on one of the most important components of language: Grammar, and the best ways to teach it to sixth grade students.

In what way is grammar related to the communicative process? Communication, which is an encoding and decoding process; takes place through language: Speaking and

Writing are the language skills, that are used to send messages; Listening and Reading conversely, are the decoding skills, which are used to decipher either oral or written messages.

We can observe that, since Grammar is involved in all the language skills, it plays a decisive role in the communicative process.

Next, the authors will provide a critical review of knowledge and studies related to the evolution and development of English grammar teaching through the years: a theoretical background to the study based on the existing theories and a brief description of teaching grammar to young learners.

2.1. THEORETICAL REVIEW

The term “paradigm” appeared for the first time in Linguistics, in the “theory of the linguistic sign” created by Ferdinand de Saussure, in which he related the sign with the group of elements that constitute language.

According to the Merriam Webster Dictionary “A paradigm is a philosophical and theoretical framework of a scientific school or discipline within which theories, laws, and generalizations and the experiments performed in support of them are formulated; *broadly*: a philosophical or theoretical framework of any kind.”

Another definition is provided at <http://www.significados.info/paradigma/> “A paradigm is a set of linguistic elements that can occur in the same context or environment. The elements are replaced by others who are going to occupy the same position.”

2.1.1. EDUCATIONAL PARADIGMS

A learning paradigm is a model that is used in education. Innovative paradigms are a pedagogical practice which results in a critical learning and causes a real change in the student.

A paradigm that is used by a teacher has a big impact on the student, often determining if the student will or will not learn the content of learning which is approached.

The way of learning of younger generations is different from the way of learning of previous generations, and therefore a conservative paradigm will not have much of a positive effect.

For many years, up to the present time, psychologists have conducted research in order to explain the different ways that people learn. It can be said that there are five different learning paradigms:

- Behaviorism,
- Cognitivism,
- Constructivism,
- Design based and
- Humanism.

All of the educational paradigms mentioned above influenced considerably on the development of grammar teaching specifically, and Teaching English as a Foreign Language in general.

The main purpose of this project is to find out a theory or theories that may provide an effective guide in the development of learning strategies to optimize the teaching process of English grammar.

For behaviorists, learning the grammar of a language is a process of habit formation, which includes the relatively permanent change that occurs in the behavioral repertoire of an organism as a result of experience. It is worth mentioning that the Audio-lingual Approach is based on Behaviorism.

Some of the behaviorist Learning Theories that could be applied to teach the English Grammar are:

1. Connectionism (Edward Lee Thorndike): this theory states that learning is a formation of a connection between stimulus and response.
2. Response Theory of Psychology (John B. Watson, the father of Behaviorism): this theory postulates a type of psychological conditioning known as reinforcement.
3. Operant Conditioning or Learning Theory (Burrhus Skinner): this theory describes how rewards shape and maintain behavior.

The Cognitivism paradigm essentially argues that the “black box” of the mind should be opened and understood. The learner is viewed as an information processor, like a computer. Cognitivism focuses on the inner mental activities – opening the “black box” of the human mind is valuable and necessary for understanding how people learn.

Mental processes such as thinking, memory, knowing, and problem-solving need to be explored. Knowledge can be seen as schema or symbolic mental constructions.

Learning is defined as change in a learner's schemata. That means that learning L2 grammar is not mechanical, it is the result of a conscious process.

The principal Learning Theories in Cognitivism that could be applied to teach L2 Grammar are the following:

1. Instructional theory (Robert Gagne): this is a hierarchical theory that postulates that some types of learning are prerequisites to other kinds of learning.
2. Multiple Intelligences (Howard Gardner): this theory has identified seven distinct intelligences. According to recent cognitive research, students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways.
3. Bloom's Taxonomy of Learning Domains (Benjamin Bloom): This theory identifies three domains of educational activities or learning:
 - Cognitive: mental skills (Knowledge)
 - Affective: growth in feelings or emotional areas (Attitude or self)
 - Psychomotor: manual or physical skills (Skills)

Constructivism is basically a theory - based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant.

In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

According to this theory learning grammar of a new language begins from student's prior-knowledge, and then they link the new information to it. Learners actively construct or create their own subjective representations of objective reality.

The principal Learning Theories in Constructivism that could be applied to teach L2 Grammar are the following:

1. Theory of Development (Jean Piaget): this theory says that intellectual ability is qualitatively different at different ages and that children need interaction with the environment to gain intellectual competency.
2. Operational Conditioning Learning Theory (Jerome Bruner): this theory says that cognitive structure is necessary in learning, because it gives meaning and organization to experiences and let the learner go further than the information.
3. Social Development Theory (Lev Vygotsky): this theory argues that social interaction precedes development; consciousness and cognition is the end product of socialization and social behavior.
4. Meaningful Verbal Theory (David Ausubel): this theory states that meaning is created through some form of representational equivalence between language (symbols) and mental context. Two processes are involved: Reception, and discovery.

2.1.2. EVOLUTION AND DEVELOPMENT OF ENGLISH GRAMMAR TEACHING THROUGH THE YEARS

English Grammar Teaching is closely related to the different pedagogical methods that appeared through the years as a result of psychological and linguistic research.

The first method was The Grammar Translation which was first known in USA as the Prussian Method (A book by B. Sears, An American classics teacher, published in 1845 was titled *The Ciceronian or the Prussian Method of Teaching the Elements of the Latin Language*. Cited by Kelly 1969)

According to this method, grammar was taught deductively - that is, first the grammar rules were presented and studied, and then they were practiced through translation exercises. The grammar points were taught in a sequenced way through a text and there was an attempt to teach grammar in an organized and systematic fashion.

Toward the mid-nineteenth century several factors contributed to a questioning and rejection of the Grammar-Translation Method. There was a great demand in Europe for oral proficiency in foreign languages.

New approaches to language teaching were developed by specialists, such as C. Marcel, T. Prendergast, and F. Gouin.

After a few years, the Direct Method appeared as a reaction against The Grammar Translation. The main characteristic of the Direct Method was the use of the target language as a medium of instruction and communication in the classroom.

The German scholar F. Franke stated that a language could best be taught by using it actively in the classroom rather than using analytical procedures that focus on

explanation of grammar rules in the teaching process. Grammar was taught inductively in the target language. New teaching points were introduced orally.

In 1920 the Situational Language Teaching approach arose in Great Britain it was developed by British applied linguists from the 1930s to 1960s. The impact of the Oral Approach lasted for a long time and it has shaped the design of many widely-used English as a Foreign Language/ English as a Second Language textbooks and courses.

Items of grammar are graded, the simple forms are taught before complex ones. New structures are presented and practiced in context. The basic grammatical patterns of the language were taught in an oral fashion. Grammar was perceived as the underlying sentence patterns of the spoken language.

Palmer, Hornby, and other British applied linguists analyzed and classified the major grammatical structures into sentence patterns (later called “substitution tables”), facilitating the learning of the rules of English sentence structure.

By 1942 the United States of America entered into War World II, this fact had a significant effect on language teaching in America. Interpreters, code-room assistants, translators, were necessary to start a special language training program. The government requested American universities to develop foreign language programs for military personnel.

In agreement with the Audio-lingual approach English grammar was taught like this: the new grammatical structures are presented in dialogues. Then these grammatical patterns are selected and become in focus of several kinds of drills and pattern practice exercises.

The following types of drills are used to internalize grammatical patterns of the language: Repetition, Inflection, Replacement, Restatement, Completion, Transposition, Expansion, Contraction, Transformation, Integration, Rejoinder and Restoration.

In 1960s, Dr. James J. Asher a professor in psychology at San Jose State University, proposed the Total Physical Response. Asher perceived successful adult second language learning as a parallel process to child first language acquisition.

As stated in this method: Grammar was taught through actions. Imperatives play an important role. Multi-word chunks, single-word chunks are used with imperatives. The teacher uses his/her creativity to introduce various grammatical patterns with the accompaniment of imperatives.

In 1970s, Caleb Gattegno devised the Silent Way. The main characteristic is that the learner should be encouraged to produce as much L2 as possible, and the teacher should be silent as much as possible.

The structures of the foreign language are emphasized although explicit grammar rules are never given by the teacher.

Afterwards, Sugestopedia was originally developed in the 1970s by the Bulgarian educator Georgi Lozanov. It lasted 30 years and consisted of ten units of study. Classes were held 4 hours a day, 6 days a week.

The central dialogue consists of 1200 words or so, with an accompanying vocabulary list and grammatical commentary. Grammar is taught explicitly but minimally. Explicit grammar rules are provided in L1.

Later on, Tracy Terrell proposes a “new” philosophy of language teaching. Steven Krashen elaborated a theoretical rationale for the Natural Approach. They

combined statement of the principles and practices of the Natural Approach which appeared in their book *The Natural Approach* in 1983. This method rejects the formal grammatical organization of language as a prerequisite to teaching.

Newmark and Reibel hold that “an adult can effectively be taught by grammatically and unordered materials”, and that such an approach is indeed, “the *only* learning process which we know for certain will produce mastery of the language at a native level”

As we have seen, all of this research concerning to English Grammar Teaching has the following limitations:

- a) They are centered in adults’ students.
- b) These studies are for European and North American learners who may have different learning styles.
- c) It is observed that there are not guidelines for teaching grammar to kids.

Considering the learning theories that have been mentioned above, there is a conclusion that the best proposal for the development of English grammar in Sixth Grade students is the use of Cognitivism and Constructivism paradigms, based on the psychological basics of Jean Piaget and Howard Gardner’s

Jean Piaget was a Swiss developmental biologist who devoted most of his life to studying the main features of intellectual abilities of infants, children and adolescents.

He was interested in how children learn, basing his conclusions about child development, on his experimental observations and conversations with his own, as well as other children, and as result of this research, he formulated the Cognitive Developmental Theory.

According to Jean Piaget there are 4 stages of Cognitive Development:

- Sensory Motor Period (0 – 24 months)
- The Preoperational Period (2-7 years)
- Period of Concrete Operations (7-12 years)
- Period of Formal Operations (12 years and onwards).

It is worth mentioning that each period has its specific characteristics, which means that children have different abilities and learn in different ways, according to their ages. This is an important consideration in education in general when the teacher has to plan and implement pedagogical activities in the classroom.

For this reason, it is important that teachers know what to expect from their students as they develop and to be sure that the expectations they may have for them at a given age are realistic.

The students, who are the subjects of this research, are between 8 and 9 years old, according to Jean Piaget, they are in the Period of Concrete Operations.

Piaget states that, the period of concrete operations is a major turning point in the child's cognitive development, because it marks the beginning of logical or operational thought.

This period has the following characteristics:

- Children are able to use logical thought or operations i.e. rules, but they can only apply logic to physical objects.
- Children become less egocentric and better at conservation tasks. This means that the child understands that although the appearance of something changes, the thing itself does not.

- Children in the stage of concrete operation, gain the abilities of conservation (number, area, volume, orientation) and reversibility.
- Their thinking is more organized and rational. They can solve logical problems, but are not able to think abstractly or hypothetically.

2.1.3. IMPLICATION IN L2 GRAMMAR TEACHING

Children, adolescents and adults are biologically different; they also have different interests, and motivation.

Students construct their knowledge in different ways, therefore for the selection of pedagogical materials, teaching techniques, strategies, and methods; teachers should consider their ages.

Students can internalize the use of certain basic grammatical structures of a foreign language, because their thinking is more organized and rational.

Students can solve problems related to the use of grammar in a logical manner. However, they should not be involved in abstract or hypothetical analysis, because they have not developed the ability at this age.

This is why games, songs, contests, English clubs, movies, role playing, and other recreational activities play an important role in L2 grammar teaching.

Howard Gardner was an American psychologist who was inspired by the works of biologist Jean Piaget, psychoanalyst Erick Erickson, sociologist David Riesman, and cognitive psychologist Jerome Bruner, all of these researchers were on the course of investigating human nature, particularly how human beings learn.

He conducted research with two very different groups, normal and gifted children and brain-damaged adults. Later on he began developing a theory that synthesized his investigation.

As a result of this study, in 1983, he published *Frames of Mind* which outlined his theory of multiple intelligences in which he stated that people have many different ways of learning.

He has identified and described eight different kinds of intelligence:

- 1. Visual-spatial intelligence:** This intelligence represents the knowledge that occurs through the shapes, images, patterns, designs, and textures we see with our external eyes, but also includes all of the pictures we are able to imagine in our minds.
- 2. Linguistic-verbal intelligence:** This intelligence involves the knowledge that comes through language, reading, writing, and speaking. It involves understanding the order and meaning of words in both, speech and writing, and how to properly use the language. It involves understanding the socio-cultural differences of a language, including idioms, plays on words, and linguistically-based humor.
- 3. Mathematical intelligence:** This intelligence uses numbers, math, and logic to find and understand the various patterns that occur in our lives: thought, number, visual, color patterns, and so on. It begins with concrete patterns in the real world but gets increasingly abstract as we try to understand relationships of the patterns we have seen.
- 4. Kinesthetic intelligence:** This way of knowledge happens through physical movement and through the knowledge of our physical body. The body

“knows” many things that are not necessarily known by the conscious, logical mind, such as how to ride a bike, how to parallel park a car, dance the waltz, catch a thrown object, and so on.

- 5. Musical intelligence:** This is the cognizance that happens through sound and vibration. In the original research on the theory of multiple intelligences this intelligence was called musical-rhythmic intelligence.
- 6. Interpersonal intelligence:** It is the knowledge that happens when we work with and relate to other people, often as part of a team. This way of knowing also asks use to develop a whole range of social skills that are needed for effective person-to-person communication and relating.
- 7. Intrapersonal intelligence:** This is the introspective intelligence. It involves our uniquely human propensity to look for the meaning, purpose, and significance of things. It involves our awareness of the inner world of the self, emotions, values, beliefs, and our various quests for genuine spirituality.
- 8. Naturalistic intelligence:** The naturalist intelligence involves the full range of knowledge that occurs in and through our encounters with the natural world including our recognition, appreciation, and understanding of the natural environment.

Gardner hypothesizes that these eight intelligences usually work together, and rarely operate independently.

The intelligences, he says, are used simultaneously, usually complementing one other as we develop skills or solve problems.

For example, a teacher can excel only if s/he has:

1. Linguistic Intelligence: the ability to use language in special and creative ways.
2. Interpersonal Intelligence: the ability to be able to work well with students.
3. Intrapersonal Intelligence: the ability to understand oneself and apply one's talent successfully, which leads to happy and well-adjusted people in all areas of life.
4. Bodily-Kinesthetic intelligence: having a well-coordinated body, something found in athletes and craftspersons.
5. Logical/Mathematical Intelligence: the ability to think rationally.

2.1.4. COMPLICATIONS OF REAL ENGLISH GRAMMAR TEACHING SITUATIONS

The teaching and learning processes of L2 Grammar occur through the interactions among people whose characteristics and behaviours are different.

Each student is different. There are certain factors that are crucial in the formation and therefore in the students' learning process.

Undoubtedly, these factors are directly related to the role that is played by the parents and teachers. Educational psychology investigates about what the factors that promote the development and behavior are, and gets to know the agents that are involved or have been involved, adversely or beneficially in the development of the potentialities.

When complications in teaching L2 Grammar arise four different factors have to be considered: students' factors, teachers' factors, social factors, and organizational factors.

2.1.4.1. STUDENTS' FACTORS

The student's factors to be considered are: a) the students' age, b) students' intelligence and learning styles, c) students' aptitude and previous learning experiences, and, d) students' attitude and motivation.

a) Students' age

One of the main students' factors that cause problems in the teaching of L2 Grammar is their age. Age plays an essential role; adults, teenagers and children learn in different ways, that's why English teachers have to be careful in the selection of methods, techniques and approaches that he or she is going to implement in the classroom.

They have to be selected according to the students' needs, learning styles, and intelligences.

Additionally, they should be relevant to the students' interest, and promote meaningful and communicative learning.

b) Students' intelligence and learning styles

According to Howard Gardner' research, there are seven different types of intelligences: Linguistic, logical/Mathematical, Spatial, Bodily/Kinaesthetic, Musical,

Interpersonal and Intrapersonal, and according to the learning style theories, students learn in different ways.

Learning Style Analysis reveals flexibilities, preferences and non-preferences in 49 different areas, which can significantly contribute to a student's success or failure in learning.

If the teacher doesn't consider these facts when planning the Grammar activities; complications in the classroom may appear.

c) Students' aptitude and previous learning experiences

These are important factors that are related to the students' previous knowledge, if the students are not placed in appropriate levels according to what they know or what they have learned previously, complications may come forth, for this purpose, aptitude for learning and placement tests are used in prestigious educational institution.

d) Students' attitude and motivation

The students' attitude towards the teacher, the methods, and activities is another factor that has to be considered, positive attitudes favour good teaching and learning.

Negative attitudes, conversely, may affect enormously the development of Grammar teaching in L2 classrooms.

Additionally, motivation, which has been a prominent area for research in psychology and education for many years, is the most important factor in educational success in general. There are two types of motivation: intrinsic and extrinsic motivation.

A good E.F.L. teacher should be able to motivate his or her students through interesting, relevant and dynamic learning strategies.

2.1.4.2. TEACHERS' FACTORS

The teacher's factors to be considered are: a) native or non-native, b) negative attitude c) learning, d) teaching, e) curriculum, and, academic preparation.

a) Is the teacher a native speaker?

There is another factor that may affect the normal development of the L2 classroom activities, especially when English native speakers are hired to work as teachers, but, they don't know about methods, techniques, strategies or they have a poor class management.

The most suitable circumstance would be a native-speaking teacher who has finished his university studies on that field.

b) Teachers' Negative Attitude

The teachers' negative attitude may affect how he or she thinks and acts about their environment. Because people's ideas and beliefs influence their behavior, their internal values may reveal themselves in the way they act.

If a teacher has a negative attitude towards education, his/her job or his/her students, it may affect his performance as an educator. A teacher's negative attitude may have a negative effect on Learning, Teaching and Curriculum:

c) Learning

A teacher's own principles and values –either consciously or subconsciously – can deeply affect his pupils. According to Education World, a teacher can heavily influence a student's interest in a specific subject, in our case English Grammar.

Some students are especially motivated towards or away from English Grammar by their teachers, more so than by their parents or peers.

According to Dr. Michael Papadimitriou, "Students described situations in which the personality traits of their teachers were more powerful and influential than course content or instructional strategies with respect to their opinions of their experiences."

d) Teaching

A teacher has a great influence on his/her students, especially if they are kids. If a teacher shows lack of care about Grammar teaching -- or his/her students -- then he/she will be unable to promote the growth of a supportive learning environment.

A teacher's personal belief systems may be more evident to the student than what the teacher realizes.

In addition, a teacher with a negative attitude may not be as approachable as a teacher with positive attitude.

A student may avoid asking questions about Grammar or any other subject.

e) Curriculum

Attitude could also affect how well a teacher prepares for lessons. Teachers who have positive attitudes towards teaching Grammar work harder on that subject.

Teachers with positive attitudes innovate activities and resources in order to reach the learning goals.

f) Experience and Academic Preparation

Helen F. Ladd, Sanford School, Duke University on her article about “Why experienced teachers are important – and what can be done to develop them” states that: Experienced teachers are on average more effective in improving student achievement than their less experienced colleagues.

In the research she conducted with colleagues on teacher performance in North Carolina, she noticed that the greater effectiveness of experienced teachers in enhancing student achievement was evident for elementary, middle, and high schools students. She also proved the following facts:

- Teachers do better as they gain experience.
- Experienced teachers also strengthen education in other ways beyond improving test scores. For example, they reduce student absences and encourage students to read for recreational purposes outside of the classroom.
- More experienced teachers often guide young teachers and help to create and maintain a strong school community.

In the article “What makes a teacher effective” from National Council for Accreditation of Teacher Education, research indicates that teacher academic preparation is a leading factor in teacher effectiveness.

The article states that there are four key findings from the existing research on teacher preparation:

1. Teacher preparation helps them to develop the professional competences and skill they need in the classroom.
2. Qualified teachers are more likely to remain in teaching

3. Skilled teachers boost higher student achievement.
4. Well prepared teachers outperform those who are not prepared.

In a general sense it can be stated that the idea of a high quality teacher training is essential.

In conclusion, if a teacher has sufficient experience and academic preparation he/she will be able to efficiently solve problems that arise in the classroom.

2.1.4.3. SOCIAL FACTORS

The social factors to be considered are: a) Cultural differences among students, b) Size of groups, c) Type of social atmosphere

a) Cultural differences among students

Sometimes cultural differences in customs, practices, standards and rules of behaviour, clothing, and belief systems may lead to discrimination among the students. Some discrimination consequences of school are: dropping out, the psychological and physiological disorders, depressions, stuttering, and psychosomatic disorders, and learning disabilities, among others.

b) Size of Groups

The size of groups is another important factor that has to be considered in TEFL because when the number of students is suitable, the teaching process is much more effective, the students have more opportunities to practice, thus, efficient construction of knowledge takes place.

Conversely, big groups of students make the teachers work harder because he/she has to manage the classroom discipline, to keep the students' attention and implement interesting activities at the same time.

Additionally, when the number of students is high, the class participation is poor, unless the teacher implements appropriate techniques to work with big groups.

c) Type of Social Atmosphere

Complications in the classroom may arise when a student who has a low social status attends classes in a school for upper class students; this situation may provoke social segregation in the classroom, affecting the process of L2 learning.

2.1.4.4. ORGANIZATIONAL FACTORS

The organizational factors to be considered are: a) Relationship between teachers and authorities, b) Command structure of the school, c) Lack of facilities and comfort in the classroom, d) Lack of regulations on an established policy, and, e) Provision and quality of educational aids.

a) Relationship between teachers and authorities

One of the factors that may facilitate the teaching and learning processes is the excellent relationship between the teaching staff and authorities especially when conflicts or differences of opinion are resolved appropriately in an atmosphere of communication, tolerance and respect.

b) Command structure of the school.

An adequate hierarchical organization inside the institutions saves time when making decisions as where to turn and who to talk in case of specific needs.

c) Lack of facilities and comfort in the classroom

Lighting, space, number of students, proper didactic material and others contribute to an adequate environment where to develop the language teaching process.

d) Lack of regulations on an established policy.

The institutions must establish a set of regulations based on the mission and the vision and they have to be followed by their members to ensure a better organization.

A lack of regulations or a failure to compile with them will result in chaos.

2.2. CONCEPTUAL FRAMEWORK

2.2.1. TEACHING GRAMMAR TO YOUNG LEARNERS

For the successful development of the language skills in the target language in students, first of all, it is necessary for the teacher to understand the essential role of grammar in communication.

David Crystal, "in Word and Deed, " TES Teacher, April 30, (2004) says that "Grammar is the structural basis of how we express ourselves. The more we realize how it works, the more you can control the direction and effectiveness of how we and others use language, grammar helps to promote accuracy, to detect ambiguity, and to exploit the wealth of expression available in English ..."

Secondly, teaching grammar to young learners is one of the most challenging issues that English teachers have to face, due to the fact that it is necessary to take into account many different factors such as characteristics, interests, multiple intelligences, and pedagogical needs, because this will play a fundamental role in how the teacher plans his or her lessons, how he or she can make sure that the young learners are fully involved in the learning process, how he or she achieves the pedagogical objectives of a lesson, and how they construct their knowledge.

a) Young learner's characteristics

Sixth graders at Unidad Educativa Invesciencias are around 9 years old and they adjust to the psychological profiles that many researchers have determined for these ages.

According to the studies that were conducted by Jean Piaget the student's who are participating in this research are in the stage of concrete operations (age 7 to 11 years). "During these years, the child develops the ability to apply logical thought to concrete problems. Hands-on, concrete experiences help children understand new concepts and ideas. Using language to exchange information becomes much more important than in earlier stages, as children become more social and less egocentric".

They also share the following features:

- They are very active and naturally, curious.
- Their attention span is very short and they are easily distracted.
- They respond pretty well to positive reinforcement. It is very important to support their enthusiasm from the beginning of the learning process.
- They construct their knowledge in many different ways.
- They are more outgoing than older learners.

- They are imaginative and creative.
- They learn by mimics, using gestures and body movements. The physical world is very important and dominant at all times.
- In some cases it is really difficult for them to understand the world of adults. The teacher needs to use the directions appropriately and use the language and phrases in such a way, that the children can easily understand the message.
- They love to play games and learning itself can be effective only in case they are enjoying themselves.
- They learn faster through meaningful practice.
- They learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things.
- They are not able to understand complicated grammatical rules and extensive explanations about language.
- They can generally imitate the sounds they hear quite accurately and copy the way adults speak.
- They enjoy varied, challenging activities.

b) Young learner's Interests

Students are interested in learning as long as the activities presented by the teacher are relevant, meaningful and dynamic.

Their interests are:

- To communicate with kids from other countries
- To understand movies
- To sing English songs

- To play games in English
- To participate in grammar competitions
- To read interesting stories

d) Young learner's Multiple Intelligences

Howard Gardner of Harvard has identified eight distinct intelligences. He says that students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways.

e) Young Learner's Pedagogical Needs

To detect the educational needs of students in the area of English grammar, it is necessary to establish a system of continuous assessment.

This will allow us to have sufficient evidence to make the best decisions aimed at optimizing the processes of teaching and learning.

These evaluations are: diagnostic, formative and summative.

Diagnostic (initial) Evaluation - The evaluation is done during the formation of educational objectives. It is used to decide the entry behaviors of the learner in a particular instructional course. It takes place at the beginning of the school year.

Formative Evaluation - Evaluation within or during the development of a course. It is used in improving the performance of the teacher, the student and curriculum developer. It is used in determining the mastery level of the learner and the remedy to make. It is a quality control evaluation.

Summative (Final) Evaluation - The evaluation is carried out at the end of a course for grading, certification and placement. It is used in making decisions regarding the future of the students; whether it should be continued or terminated, replicated or disseminated.

f) Young learner’s Cognitive and Affective needs

Knowledge of cognitive and affective needs of students allows us to design the curriculum in the most appropriate way; in this process the following questions are answered:

a) What to teach?

This question refers to the objectives and content of the curriculum.

b) How to teach?

This question establishes the teaching method, techniques and activities to be implemented in the classroom.

c) and finally the materials to be used .

A Model for EFL Program Design for Young Learners

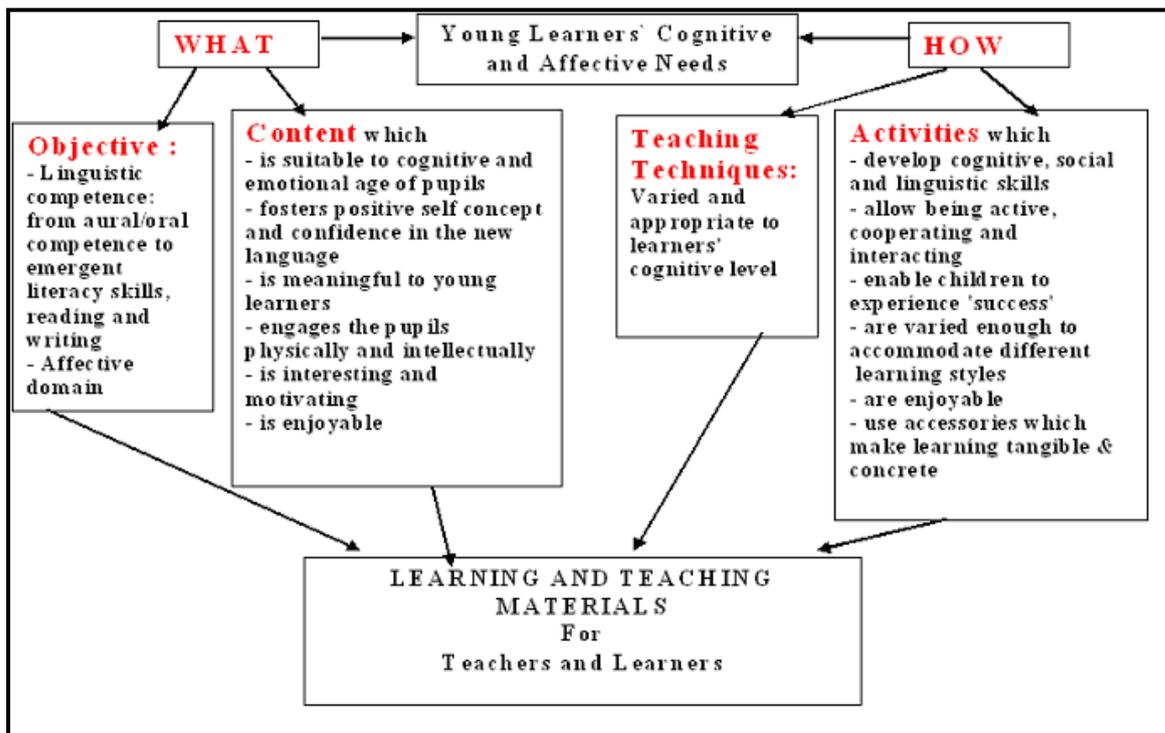


Table 1. Young Learners Cognitive and Affective needs

This information allows us to draw the following conclusions about the ideal characteristics of the processes of teaching and learning of the English grammar to young learners.

- The activities should be simple enough for students to understand what the teacher expects of them.
- The presentation of structural items should be in a context.
- When teaching a grammar tense, the teacher must refer not only to the form i.e. the structure, but also the meaning and use of it in real-life situations.
- The grammar tasks should be amusing and within children's abilities, so that the learners can easily reach their goals.
- The grammar tasks should be stimulating and motivating for learners to feel satisfied with their work.
- Written activities should be used only in a small amount.
- Mostly the speaking activities should prevail – indeed, with very young children listening activities will take up a large proportion of class time. (It's necessary to mention that grammar is a component of those skills).
- Classroom management must be efficient.
- Lessons should be planned and centered on the students.
- The language of instruction and communication in the classroom must be English.
- Teachers need to be trained in the use of technological resources: Internet, Tablets, smart-board, etc.
- Resources need to be selected in the most suitable ways.

Taxonomy of Grammar Learning Activities for Multiple Intelligences

Linguistic Intelligence	Logical/Mathematical Intelligence
Worksheets	Puzzles
Word games, memorizing	Logical-sequential presentation of subject matter
Journal keeping	
Spatial Intelligence	Musical Intelligence
Charts, diagrams	Listening comprehension activities (Contractions)
Videos, movies	
Graphic organizers	Interpersonal Intelligence
Student drawings	Cooperative groups
Visual awareness activities	Pair and groupwork
Bodily/Kinesthetic Intelligence	Intrapersonal Intelligence
Hands-on activities	Independent student work
Role plays, mime	Options for homework
Creative movement	Inventories and checklist

Adapted from, Richards, J. C., and T. S. Rodgers. *Approaches and methods in language teaching*. 2nd. Cambridge: Cambridge University Press, 1986. Print

Table 2. Taxonomy of Grammar Learning Activities for Multiple Intelligences.

2.3. RESEARCH QUESTIONS

In order to establish technical guidelines and norms that can contribute to the correct application of the teaching strategies.

What are the students' academic strengths and weaknesses?

How can we determine the most suitable strategies to cope with the student's needs?

How can we demonstrate that the use of the proposed teaching strategies to optimize L2 grammar proficiency is appropriate to the students' needs?

How much did the students' proficiency increase, comparing the results of the pre-test and the results of post test, after the teaching strategies were applied?

2.4. HYPOTHESIS

If appropriate teaching strategies are designed and implemented, there will be a better outcome in the English grammar proficiency in sixth graders at Unidad Educativa Básica Invesciencias.

2.5. VARIABLES AND INDICATORS

Independent Variable: Teaching Strategies

Dependent Variable: L2 Grammar proficiency.

Variables		Conceptual	Indicator	Instruments
Dependent	L2 Grammar proficiency	It can be defined as the knowledge of structure, principals and rules that regulates the use of language in a communicative process.	Academic proficiency Identification of grammar structures. Construction of sentences with complete sense and syntactic autonomy.	Formative and summative test. Rubrics Checklist
		Mastery of a specific behaviour or skill demonstrated by consistently superior performance, measured against established or popular standards. http://www.nclrc.org/essentials/grammar/developgram.htm	Use of the different English grammar tenses. Level of satisfaction, parents and students.	Class observation Survey. Interview.
Independent	Teaching Strategies	Teaching strategies is a teaching method that is characterized by the creative, pedagogical and consistent use of techniques, exercises and games created specifically to generate meaningful learning.	Teachers' academic preparation Setting of the educational goals. Planning and implementation of activities according to the academic goals. Selection of activities according to the level, interest and needs of the students. Application of teaching methods, techniques and approaches. Use of technological resources in classroom atmosphere. Motivation. Academic performance in the classroom.	Class observation Lesson plan. Interview Surveys Proficiency assessment

Table 3. Variables

2.6. DEFINITION OF TERMS

- **Grammar**

The study of the way that the sentences or words of a language are constructed, esp. the study of morphology and syntax. [Uncountable] these features or constructions themselves, characteristic of a given language: English grammar

The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.

- **Proficiency**

A high degree of skill; expertise

- **Strategies**

A plan of action designed to achieve a long-term or overall aim

- **Teaching-Learning Process**

It is a process of engaging with others in coming to know.

- **Young Learners**

Children between 3 and 12 years old are part of a learning process.

CHAPTER III

3. RESEARCH METHODOLOGY AND FINDINGS

3.1. TYPE OF RESEARCH

This research project, depending on the prior knowledge that is used in research is Scientific, because it uses the theoretical framework derived from science.

Depending on the nature of the subject matter, it is Formal due to the fact that; the rational phenomena are interpreted through the reason or demonstration of facts of reality.

Considering the type of questions that are asked in the problem, this is a Descriptive Research: It states how reality is, it becomes the first systematic approach to understand the phenomena. It tries to establish the relationship between “**Teaching Strategies**” as the independent variable and “**L2 Grammar proficiency**” as the dependent variable.

Additionally, the authors’ objective is to gather data and information on those who are involved in the development of grammar, i.e. students who are responsible for their knowledge construction and teachers as those who are responsible for teaching the subject in sixth grade at Unidad Educativa Básica Invesciencias.

In accordance with the method of verification of the hypothesis, this is a From-Cause to- Effect Research, given that; the causes are manipulated or activated in order to establish the effects that they produce.

In this specific study, a pre-test to a particular group of students (sixth graders) was given, then the independent variable (**Teaching Strategies**) was activated by the

intervention of the researchers, after this, by applying a Post- Test, the effect of the intervention was determined and the validation of the hypothesis was confirmed.

It is also a type of Quasi-Experimental Research because this is applied to a specific sample group.

Conforming to the study method of the research variables, this project is Quantitative: the research problem requires external investigation, the objectives include two variables, it raises statistical hypothesis, the population needs to be controlled, and fieldwork will use class observation, performance tests, and class work.

Furthermore, the influence of the independent variable, on the dependent variable can be measured quantitatively, before and after the researchers' intervention and it is possible to present the results in numerical values.

In agreement with the environment where it is performed, it is a Bibliographic and a Field Research. Bibliographic, since it was conducted through the analysis and interpretation of data found in bibliographies and websites, and a Field Research because it was performed in the classroom or in the school, in order to collect primary data, using methods such as interviews, surveys, and direct observation.

Depending on the type of data produced, it is a Secondary Research, as this work is based on theories provided by other researchers.

In proportion to the dominant utilitarian approach, it is a Theoretical Research because it is related to the analysis, reflection and production of theories.

According to the depth to which the subject is analyzed, it is a Depth Research which is performed after studying the literature review concerning to the topic; with the purpose of analyzing in a critical way, some issues found in previous studies.

The research project is Explanatory because it looks for reasons or causes that origin certain phenomena. This type of study involves the researcher’s effort and a great capacity of analysis, synthesis and interpretation.

3.2. STUDY DESIGN

On the authority of the external validity, this is a Pre-Experimental Design because it followed this schema:

A pretest was provided to a specific group of students (sixth graders) to determine the scope of the problem after this, “a treatment” (the researchers’ intervention), was applied and finally a post – test was given in order to obtain the results of the “intervention”.

The design representation was obtained in the following graph:

Groups	Measurement Pre-test	Independent Variable “Teaching Strategies” (treatment)	Measurement Post-test
1	0₁	X	0₂

Table 4. Study Design

3.3. METHODS AND TECHNIQUES

The methods that were used in this project can be classified into three categories: data collection, statistical techniques which were used for establishing the relationship between data and the unknowns, and methods to evaluate the accuracy of the results obtained.

For collecting data the authors analyzed historical documents such us: grade records and teachers’ lesson plans.

On field research, the authors conducted three class observations and applied personal interviews with open-ended and close-ended questions, and surveys.

3.4. RESEARCH POPULATION AND SAMPLE

This research was conducted at Unidad Educativa Básica Invesciencias. The school has a total of 17 classrooms, 30 teachers and 400 students in 4 sub-levels: Preparatoria, Básica Elemental, Básica Media, and Básica superior.

The Research Population or Sample Universe is:

- One classroom with 35, 10-year-old students from 6th Básica Superior who constitute the 6,25% of the total number of students in the school
- Three English teachers.

3.5. RESEARCH INSTRUMENTS

The research instruments used in this project are: surveys, human facts analysis, interviews, testing, and observation.

Three class observations were applied; the first one was to detect a problem in the classroom, the second one was to determine exactly what the problem was and the last one to provide the teacher with some suggestions to improve the classes.

An interview was conducted with the teacher to evaluate the academic performance and a survey was applied to know under what conditions teachers work and how they develop the classes.

Two surveys were applied to the students: the first one to assess the subject and how the textbook is handled and the second one to evaluate the teacher's performance.

Finally two tests of 18 items each, based on exercises from the book were given to the students. The first test measured the actual knowledge of English grammar in the sixth year students.

After obtaining the results of the first review, reinforcement classes were organized using games, songs and worksheets for 1 month. After completing the classes, the second test was given in order to confirm whether the methodology used by researchers on the remedial classes had proven to be positive.

3.6. RESULTS / FINDINGS AND ANALYSIS

This section shows the results of the interviews and surveys applied to teachers and students at Unidad Educativa Invesciencias.

First, a 10 question survey was applied to the 5 teachers to find out their level of academic achievement. The results of this survey were:

- All of the teachers were still studying in college to obtain a degree
- Maybe one or two teachers had had the chance to travel abroad
- A few have had experience teaching sixth graders
- The methods used in the classroom were not the best ones
- Teachers update their knowledge by attending seminars, workshops or taking online classes and just 1 of the teachers has taken a proficiency test.

Second, a survey of 10 items was also applied to teachers to determine the working conditions and the development of their classes. These are the results:

- There isn't enough technology to teach

- There are too many students in the classroom
- Teachers do not fulfill their academic tasks within the deadlines
- Only 2 teachers present grammatical structures in context
- Classes are not given totally in English
- Teachers need to be more dynamic to motivate students
- Not all teachers are up-dated with techniques for teaching grammar

The students' surveys first evaluated the English teaching field and the book they used and second, the teacher performance.

For the first survey the results were:

- Not all the students think the subject is relevant
- The book is not appealing
- They only enjoy songs and games
- Few students can structure short sentences, ask questions and give answers
- Not everyone likes to get involved in book activities
- Very little English is spoken in the classroom

On the second survey the results are:

- Classes are improvised
- Classes are not dynamic
- There are no videos, songs and games
- Commands, directions and explanation was are given in Spanish
- The students are not aware the objective of the lesson.

Finally, two tests were applied to measure the students' performance in grammar learning. The diagnosis test showed an overall deficiency in grammar learning. The

second test showed an improvement in grammar acquisition after conducting a set of specific classes with special strategies.

On the next few pages the tabulated results will be shown:

3.6.1. STATISTICAL RESULTS OF THE INTERVIEW TO ENGLISH TEACHERS



Figure 3. Pie chart of question 1.

The pie chart on figure 3 shows the places in which English teachers at Invesciencias School have learned to speak English.

The 80 % of the English teachers working at Invesciencias School learned to speak English at an English language academy.

The other 20% of the English teachers said they learned to speak English by themselves, at home. No one of the teachers said they learned to speak English either at a university or in an English speaking country.

2. Where did you get your professional qualifications in English language teaching?

- I have a Master's Degree in ELT.
- I'm still studying to become an English teacher.
- I've got a university degree in EFL
- I have a TEFL certificate teacher.

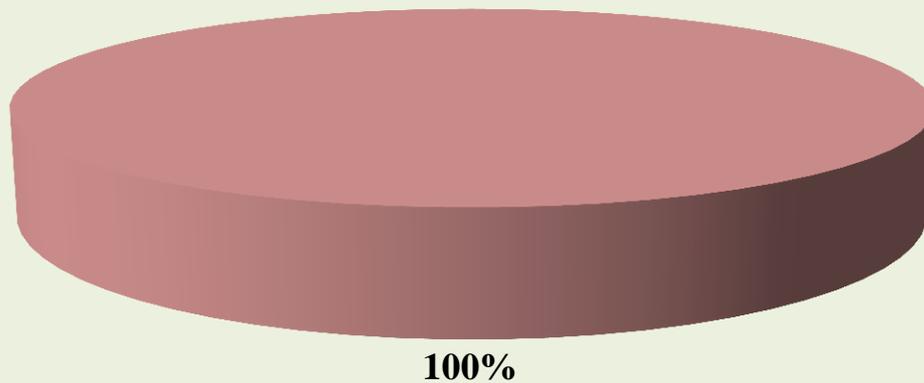


Figure 4. Pie chart of question 2

The pie chart on figure 4 shows their professional qualifications in English language teaching and even if they are still studying.

The total numbers of the English teachers at Invesciencias School in the school year 2013 – 2014 are still studying to become an English teacher. That is the 100% of the English staff.

No one has a university degree in EFL. They have gotten neither a bachelor degree nor a Master's Degree in ELT.

3. Have you ever been to an English-speaking country?

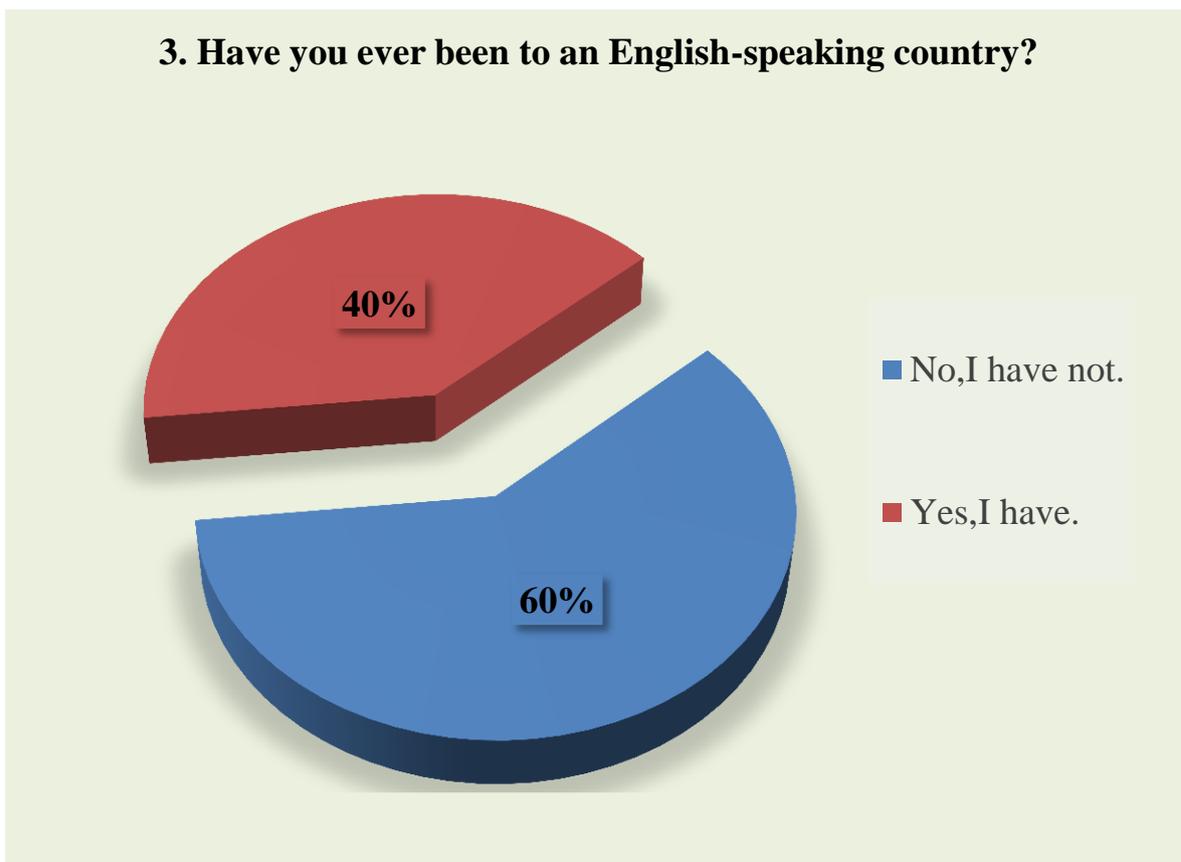


Figure 5. Pie chart of question 3

The pie chart on figure 5 shows if the English teachers at Invesciencias have visited an English speaking country.

An important number of the English teachers have never visited an English speaking country.

The 60% of the English teachers have not had the chance to travel abroad.

40% of them gave affirmative answer about traveling to an English speaking country.

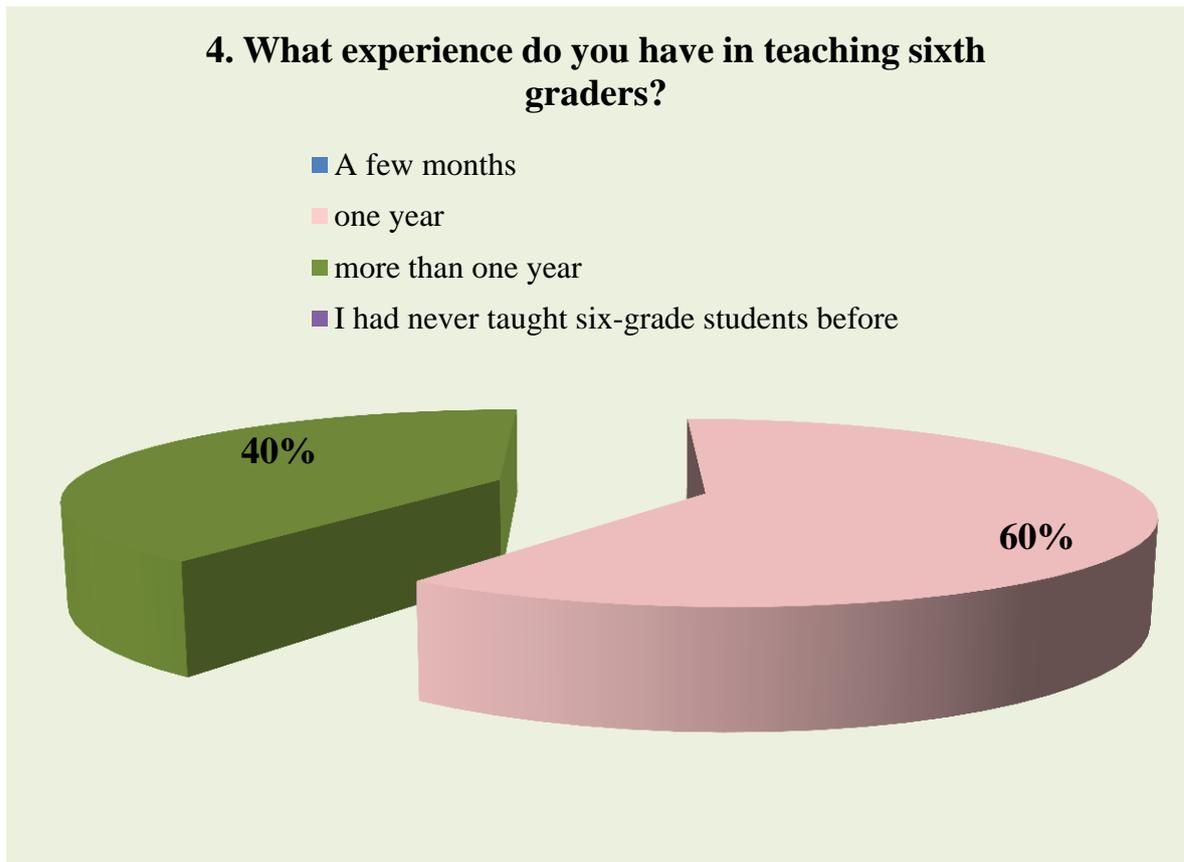


Figure 6. Pie chart of question 4

The pie chart on figure 6 indicates the experience that the English teachers at Invesciencias have in relation to teaching sixth graders.

The 60% of the English teachers have one year of experience working as an English teachers for sixth grade students. The 40% have more than one year teaching English to sixth graders.

There were no answers for the other two items.

It can be said that the English teachers at Invesciencias School are relatively new at working with sixth graders.

5. How long have you been working in this school?

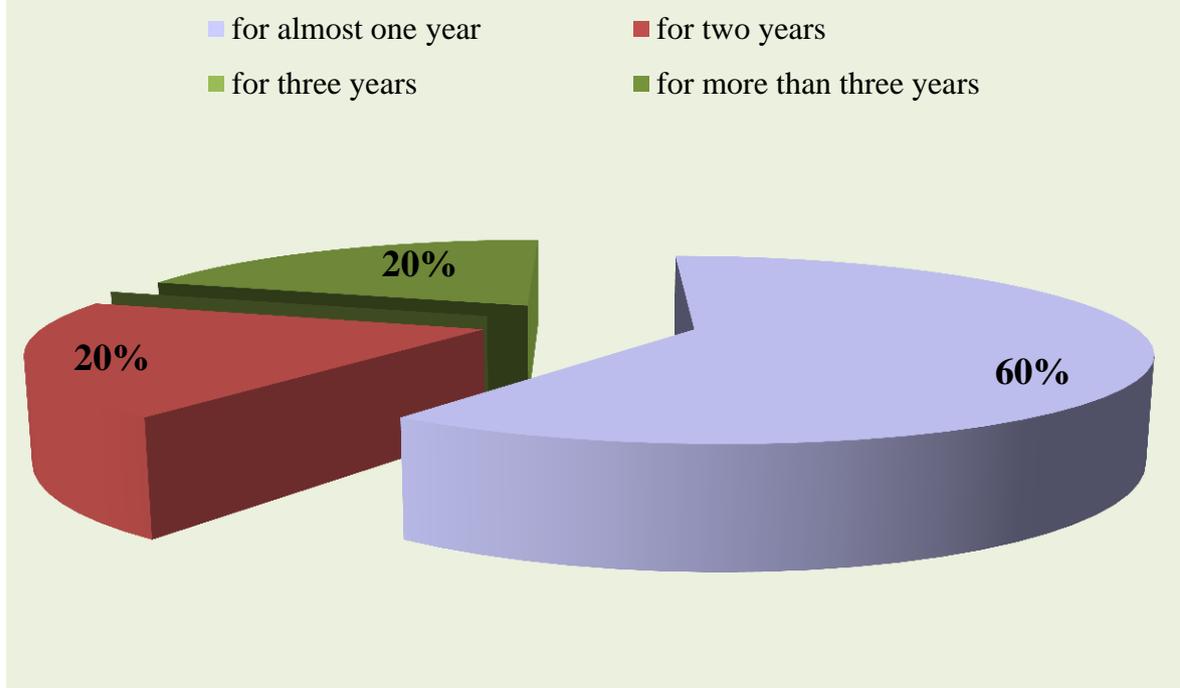


Figure 7. Pie chart of question 5

The pie chart on figure 7 shows the time of service of the English teachers at Invesciencias School until the school year 2013 - 2014.

Most of the English teachers at Invesciencias School are new. 60% of the English teachers have been working at Invesciencias School for almost a year. There is a 20% of them who have been working there for two years.

The other 20% have been part of the teaching staff for three years.

In conclusion, most of the teachers at Invesciencias School have a new contract. A lower percentage of English teachers at Invesciencias School have been working there for two or three years.

6. What English teaching method do you use to teach children grammar?

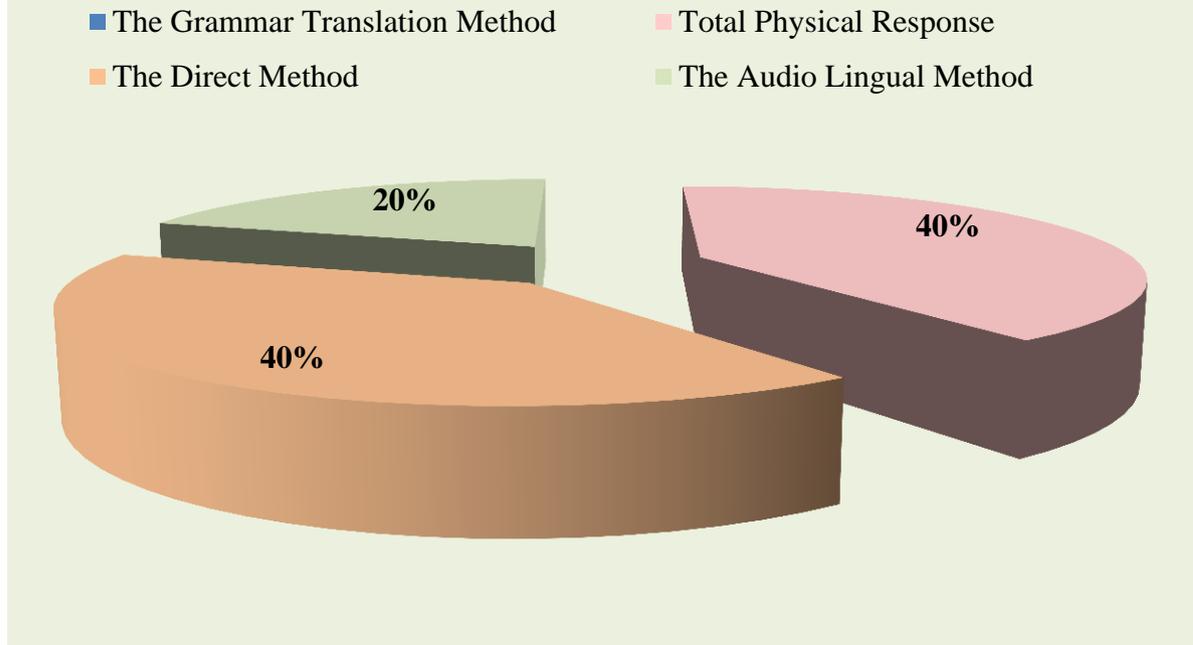


Figure 8. Pie chart of question 6

The pie chart on figure 8 shows the methods that teachers use to teach grammar to children.

Teachers use Total Physical Response in a 40%.

Another 40% use the Direct Method.

The Audio Lingual method is used by a 20% of the teachers.

None of the teachers seem to use the Grammar Translation Method to introduce grammar to children. The English teachers at Invesciencias School use different methods to teach grammar to children.

7. Do you update on the latest methods, techniques and approaches in E. L. T. ?

- Always
- Most of the time
- Sometimes
- I never do it, because I do not really have time

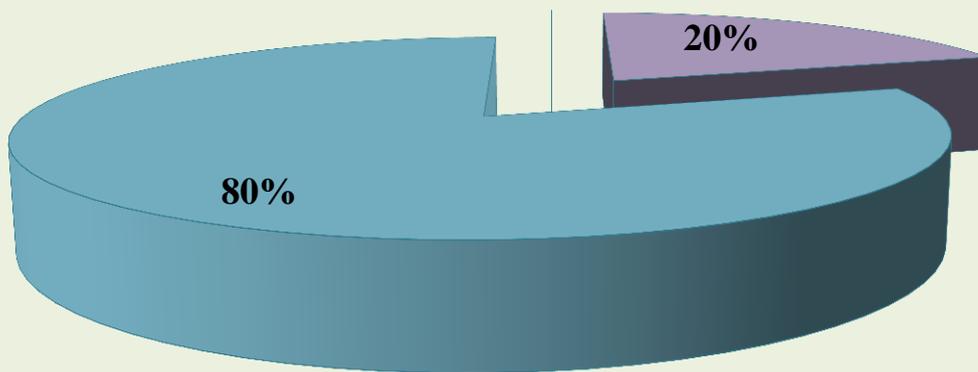


Figure 9. Bar chart of question 7

The pie chart on figure 9 shows the frequency that English teachers at Invesciencias School update on the latest methods, techniques and approaches in E.L.T.

The 80 % of English teachers at Invesciencias School update on the latest methods, techniques and approaches in E.L.T. with less frequency than the other 20% who show interest in updating their knowledge most of the time.

8. How do you update on the latest methods, techniques and approaches to teach children?

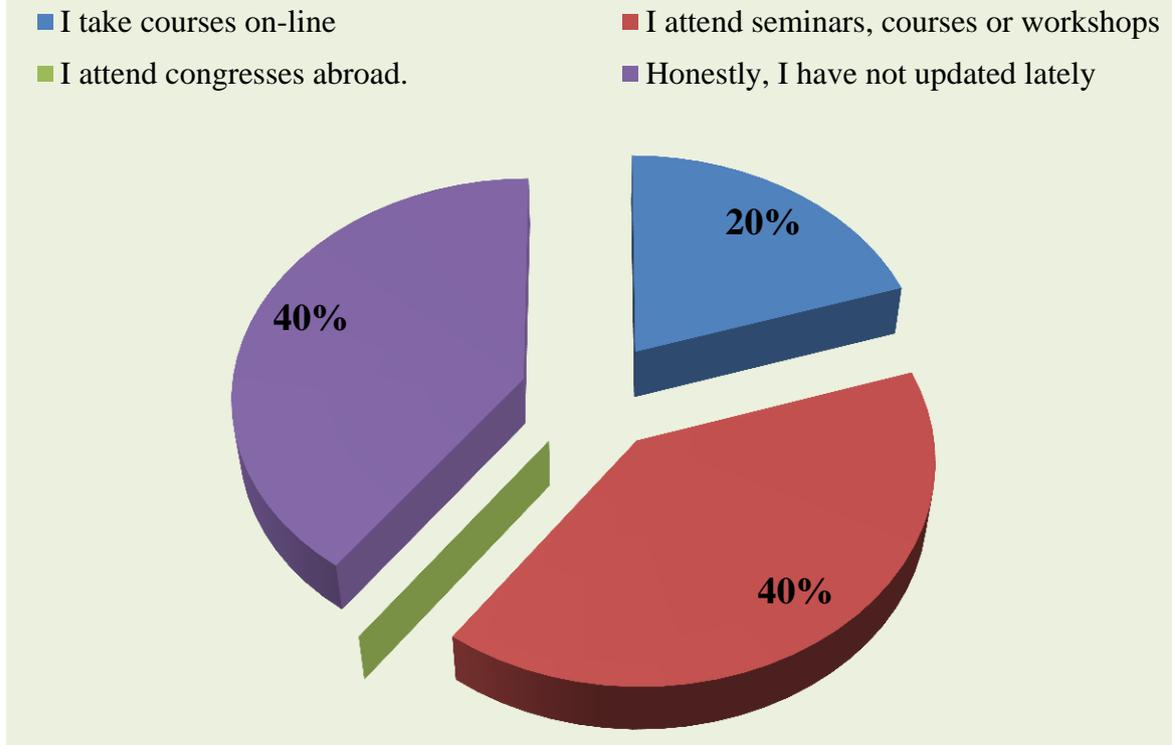


Figure 10. Pie chart of question 8

The pie chart on figure 10 shows how the English teachers at Invesciencias School update on the latest methods, techniques and approaches to teach children.

The 40% of English teachers at Invesciencias School attend seminars, courses or workshops.

Other 40% of teachers have not attended updating courses lately.

There are a 20% percentage of educators that prefer courses online.

9. Have you ever taken an international language proficiency exam to check your level of English?

■ Yes, I have. ■ No, I haven't.

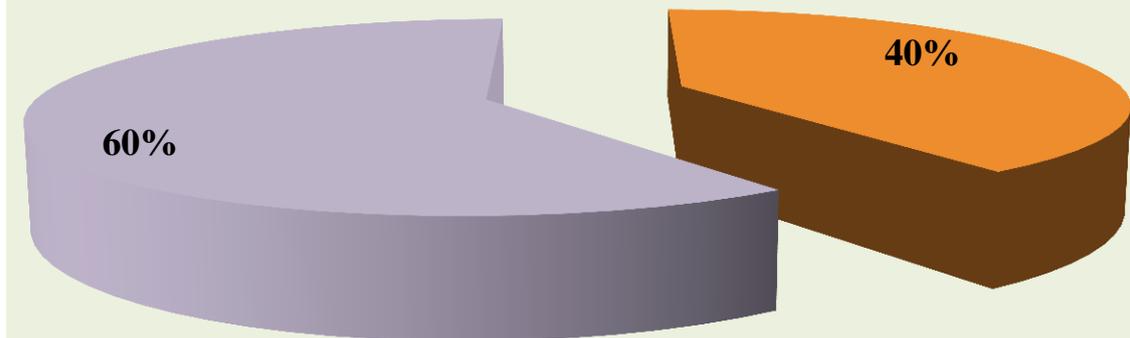


Figure 11. Pie chart of question 9

The pie chart on figure 11 states if the English teachers at Invesciencias School have taken an international language proficiency exam in order to check their level of English.

The 60% of English teachers at Invesciencias School have never taken an international language proficiency exam.

The remaining 40% of the English educators at this school have already taken an international language proficiency exam to test their level of English.

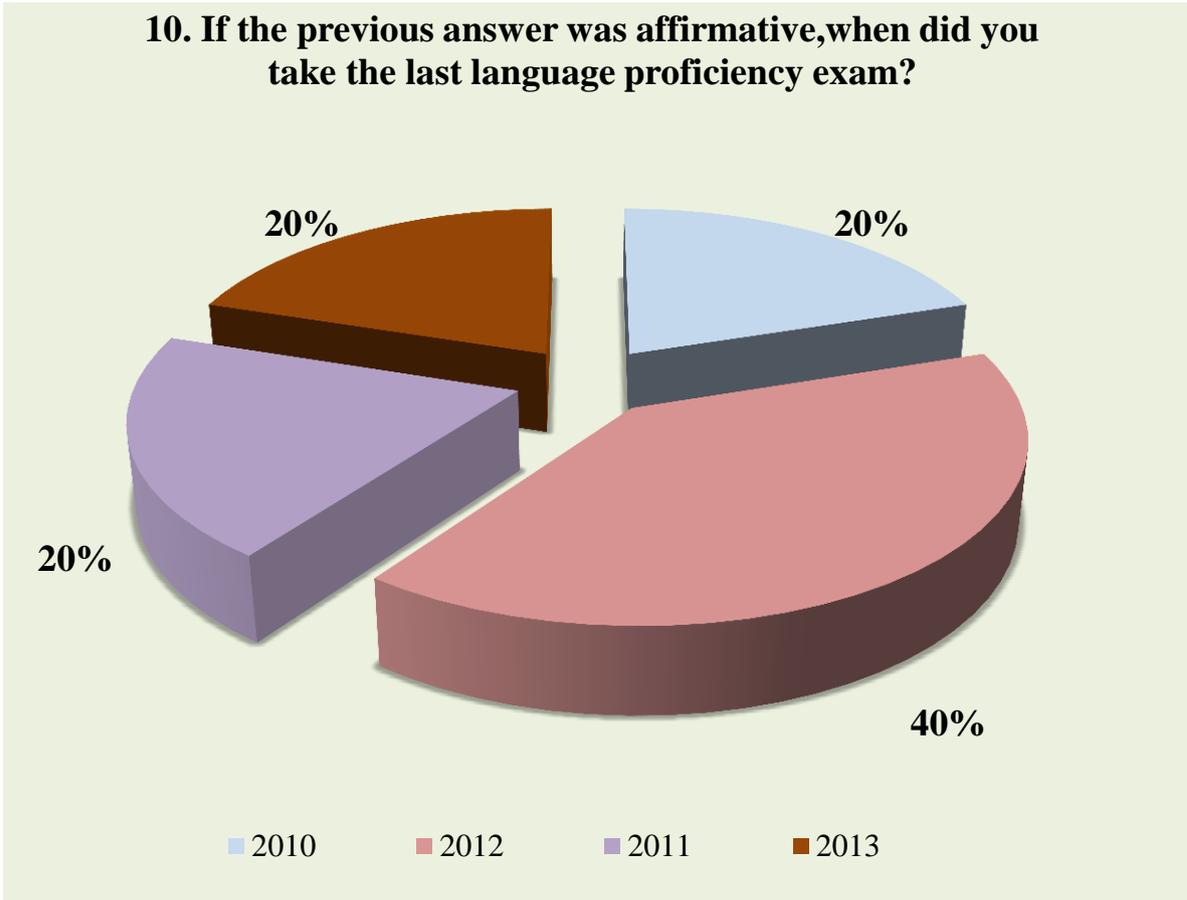


Figure 12. Pie chart of question 10

The pie chart on figure 12 show the year on which some teachers took the last language proficiency exam in order to check their level of English.

A 40% of English teachers at Invesciencias School who have taken a language proficiency exam did it on 2012.

20% of the English educators took a language proficiency test in 2013.

Another 20% took a language proficiency exam in 2011.

The other 20% of teachers took a language proficiency exam in 2010.

3.6.2. STATISTICAL RESULTS OF THE SURVEY TO ENGLISH TEACHERS

1.- You are provided with all the materials that you need to teach grammar efficiently.

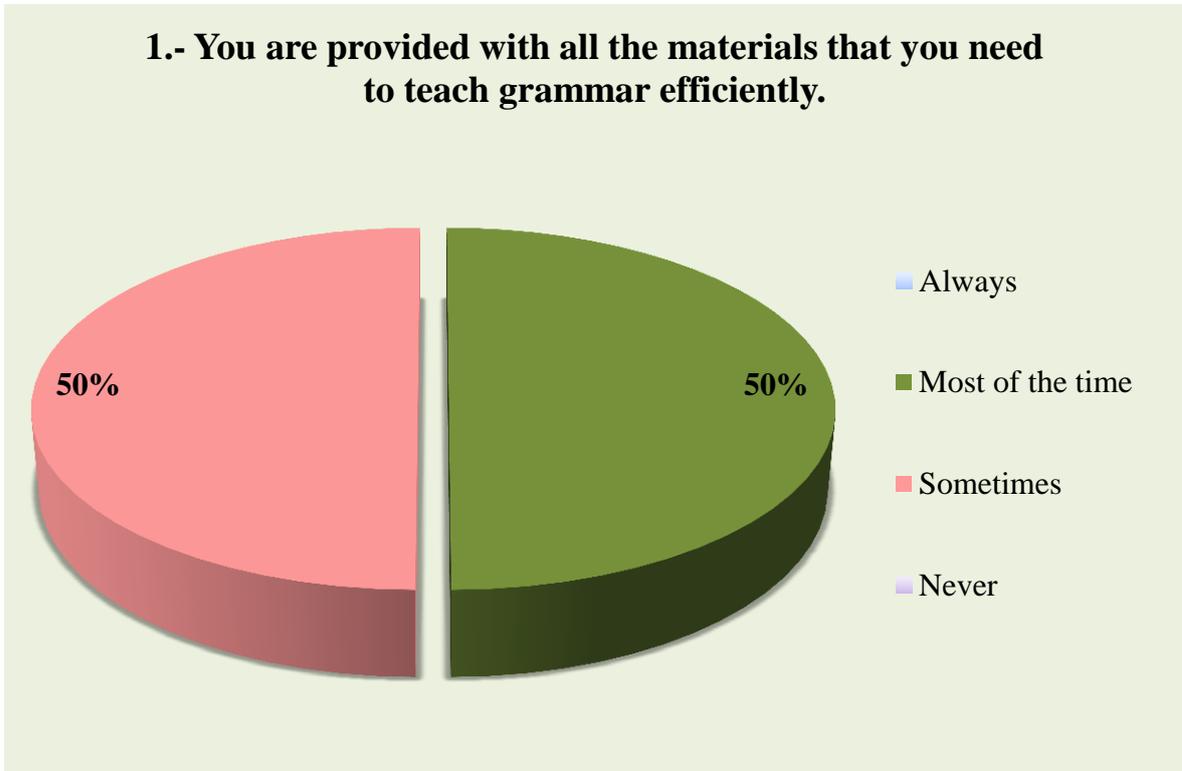


Figure 13. Bar chart of question 1

The pie chart on figure 13 shows the regularity in which English teachers are provided of enough resources to teach grammar efficiently.

50% of English teachers at Invesciencias School receive the needed material to perform their English grammar lessons most of the time.

The other 50% of English Educators are sometimes provided with the resources to teach grammar.

2. The number of students and the size of the classroom allow you to develop your students' grammar proficiency in a successful way.

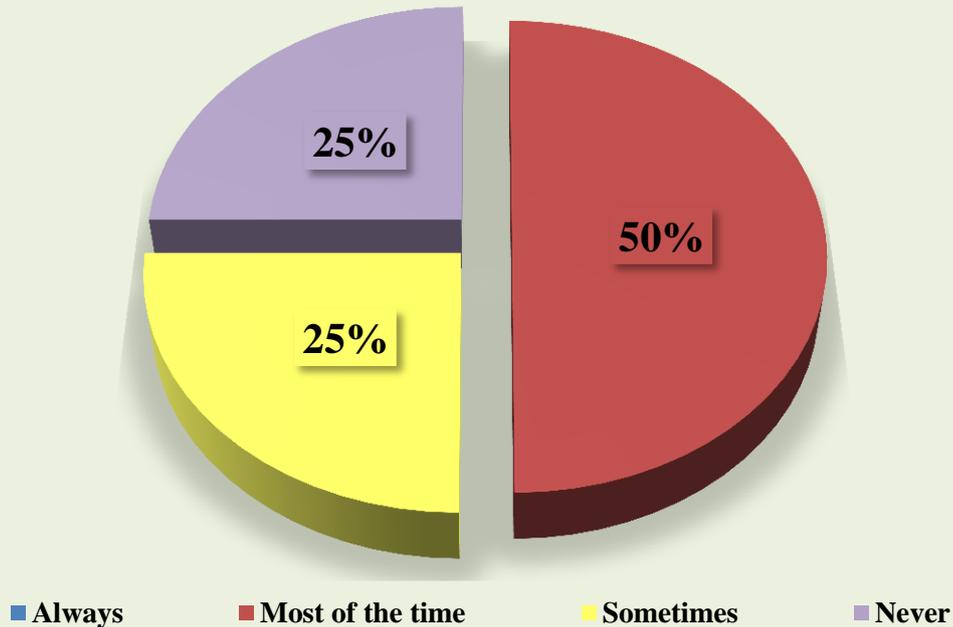


Figure 14. Pie chart of question 1

The pie chart on figure 14 shows the percentage of satisfaction the English teachers at Invesciencias School have in relation to the number of students and the size of the classrooms, as main factors to develop grammar lessons successfully.

50% of English teachers at Invesciencias School agree that the number of students and the class environment allow them to develop the students' grammar proficiency appropriately. 25% from the total number of English trainers consider that they can sometimes develop the student's grammar proficiency appropriately. The other 25% of the English staff say that they can never count with the best number of students and precise environment to encourage students to progress their grammar level.

3. There are enough technological resources in the classrooms to teach L2 grammar successfully.

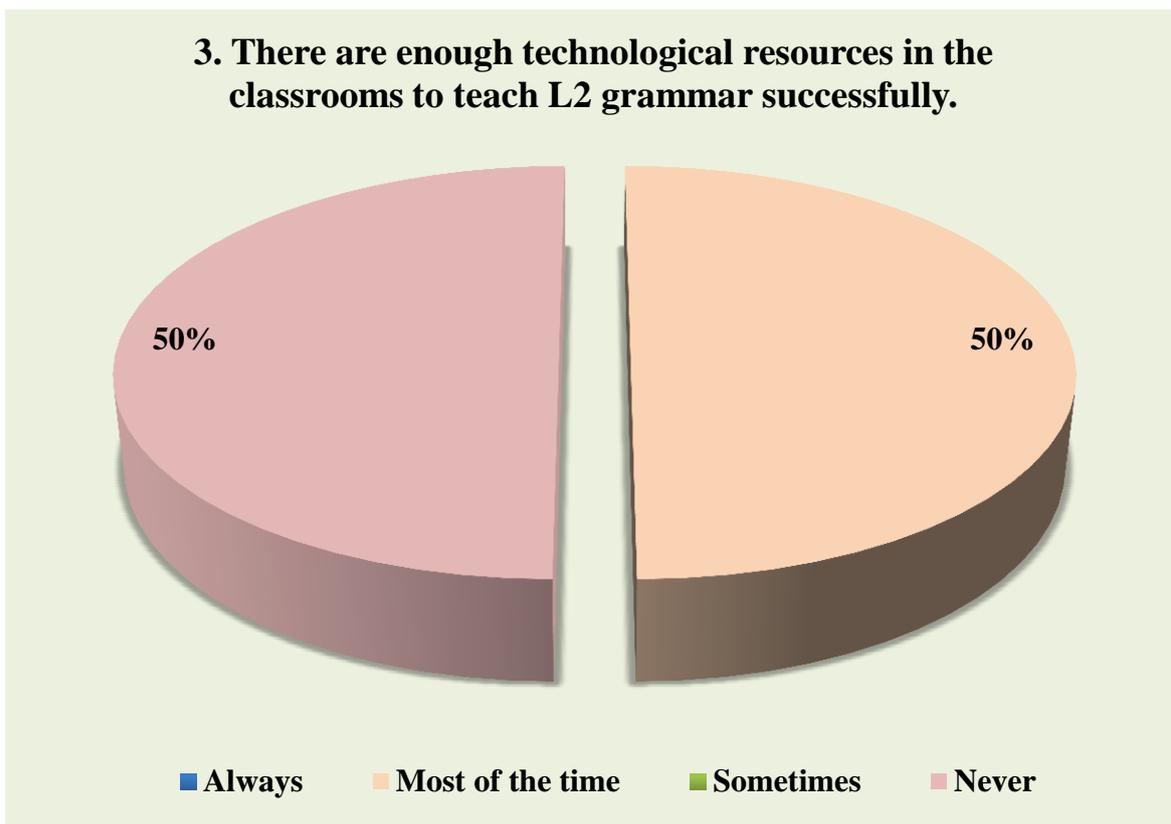


Figure 15. Pie chart of question 1

The pie chart on figure 15 shows the percentage of fulfillment the English teachers at Invesciencias School have in relation to the technological resources they are supplied in order to teach L2 grammar successfully.

50% of English trainers at Invesciencias declare that they have enough technological resources in the classrooms most of the time.

The other 50% of teachers consider that they never count with technological material in the classrooms.

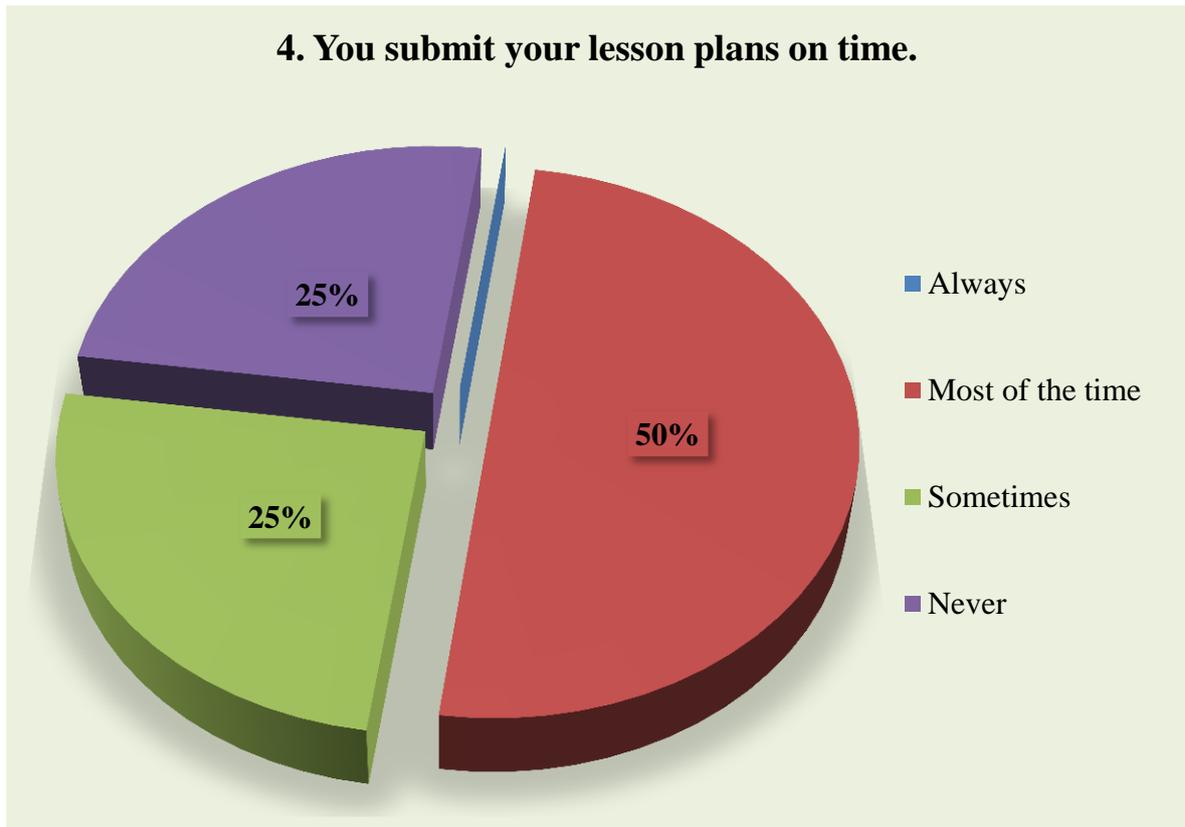


Figure 16. Pie chart of question 4

The pie chart on figure 16 shows the compliance of the English teachers at Invesciencias School about the submissions of their lesson plans on time.

50% of English trainers at Invesciencias School submit their lesson plans on time most of the time.

25% declare that they sometimes do it and the other 25% admit that they never submit the lesson plans on the time.

5. During the teaching process, you present the structural items in a contextual way.

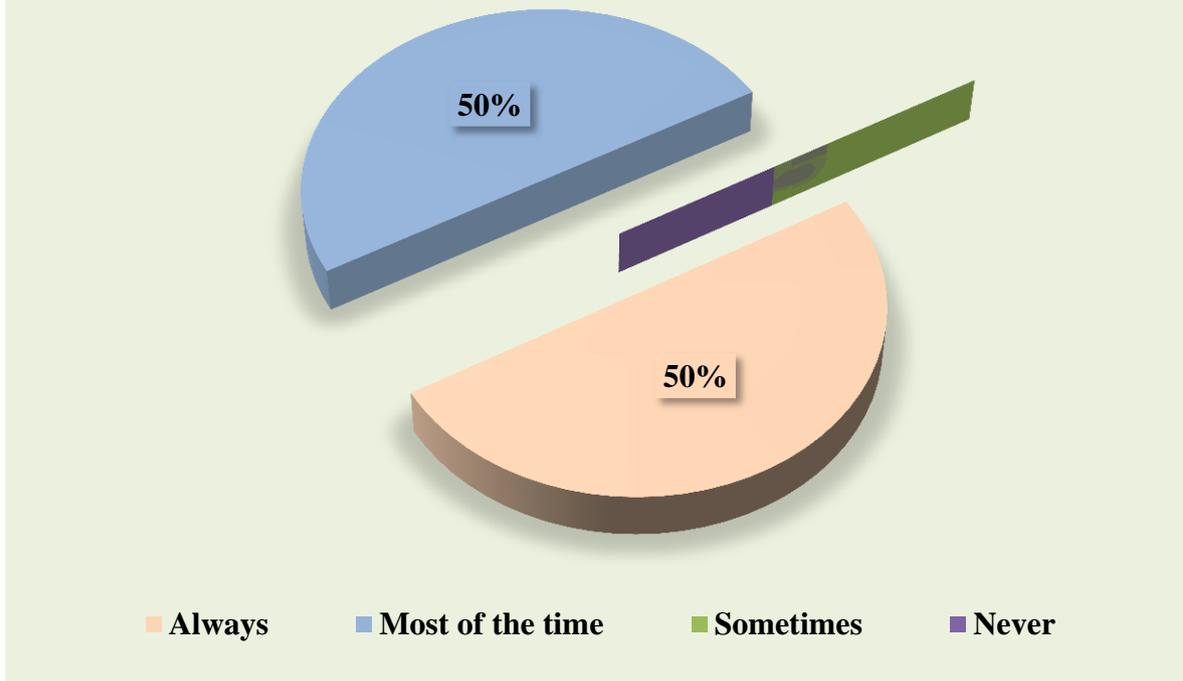


Figure 17. Pie chart of question 5

The pie chart on figure 17 shows the frequency of teachers on presenting structural items in a contextual way.

50% of English trainers at Invesciencias School always introduce the grammatical structures in a contextual way.

The other 50% of English trainers introduce the grammatical structures in a contextual way most of the time.

6. The language of instruction and communication in your class is English.

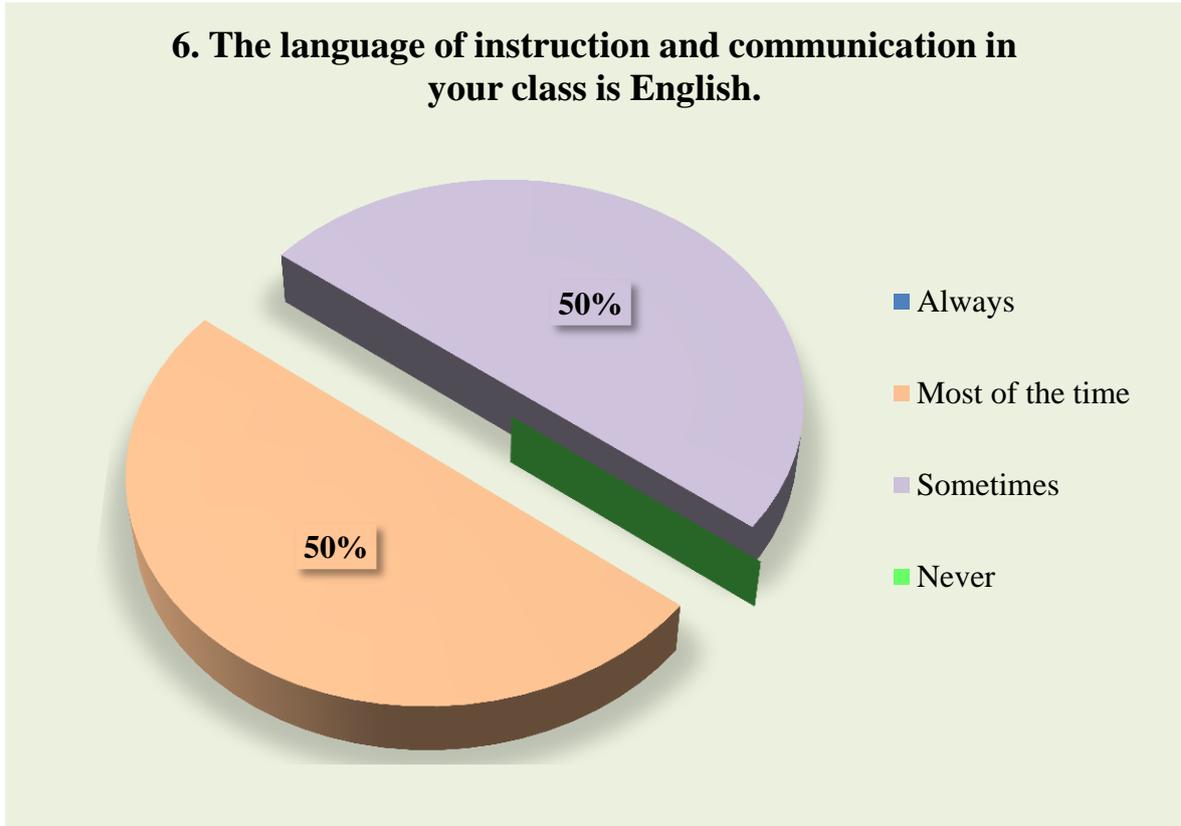


Figure 18. Pie chart of question 6

The pie chart on figure 18 states if the language of instruction and communication in the English teachers' classes is English.

50% of English trainers at Invesciencias School speak English to give instructions and to communicate most of the time.

The other 50% of English trainers sometimes use the Spanish language as the main tool of communication.

7. You implement creative activities: such as songs, games, role plays, etc to promote English grammar learning in the classroom.

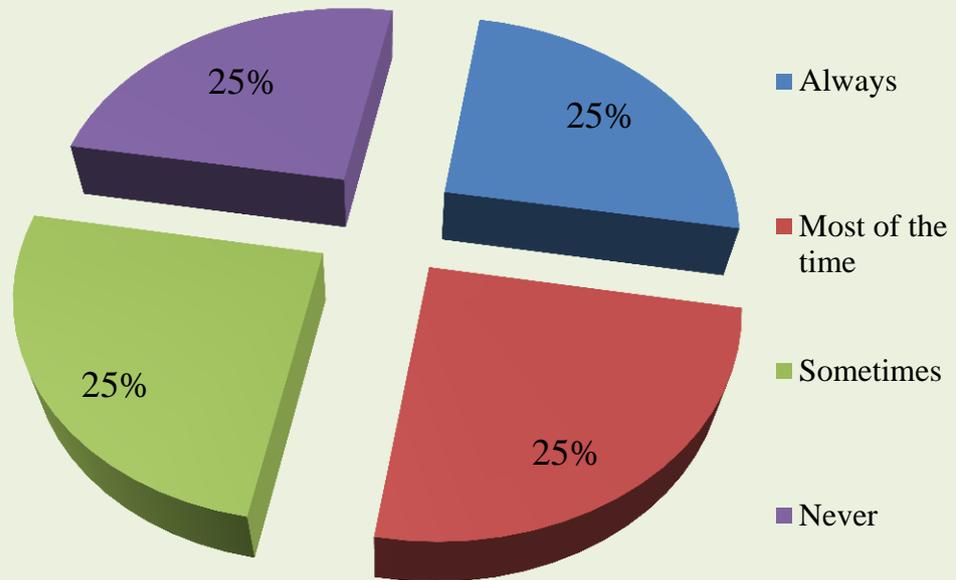


Figure 19. Pie chart of question 7

The pie chart on figure 19 shows the frequency in which teachers at Invesciencias school implement songs, games, role plays and creative activities to promote English grammar learning in the classrooms.

25% of English trainers at Invesciencias School always use creative activities to teach English Grammar.

25 % use songs and role plays to promote English grammar learning most of the time. Another 25% says that they sometimes use creative activities such as songs and games to introduce grammar. The remaining percentage never applies this kind of activities on their classes.

8. You praise your students when they use grammar to communicate in a correct way.

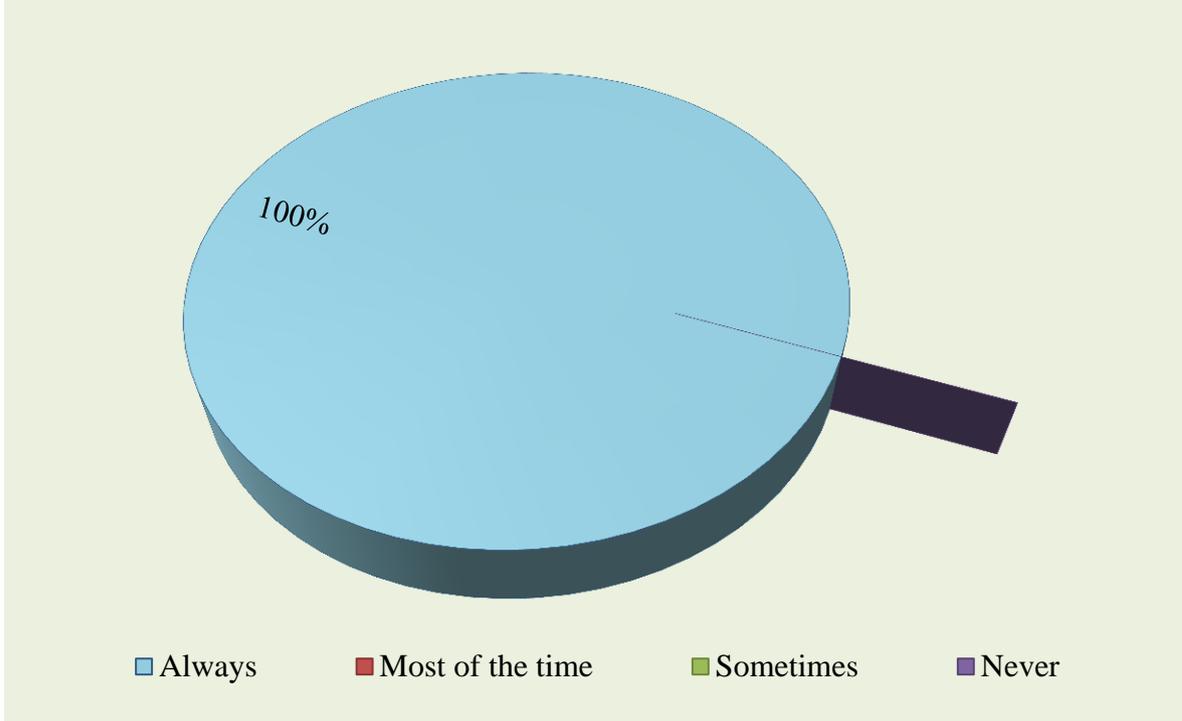


Figure 20. Pie chart of question 8

The pie chart on figure 20 shows if the English teachers at Invesciencias School praise their students when they use grammar to communicate in a correct way.

100 % of the English trainers at Invesciencias School always applaud their students when they communicate correctly in English.

Teachers at Invesciencias as good motivators, always praise their students when they use English correctly.

9. You tell your students about the importance of learning grammar to communicate well in L2.

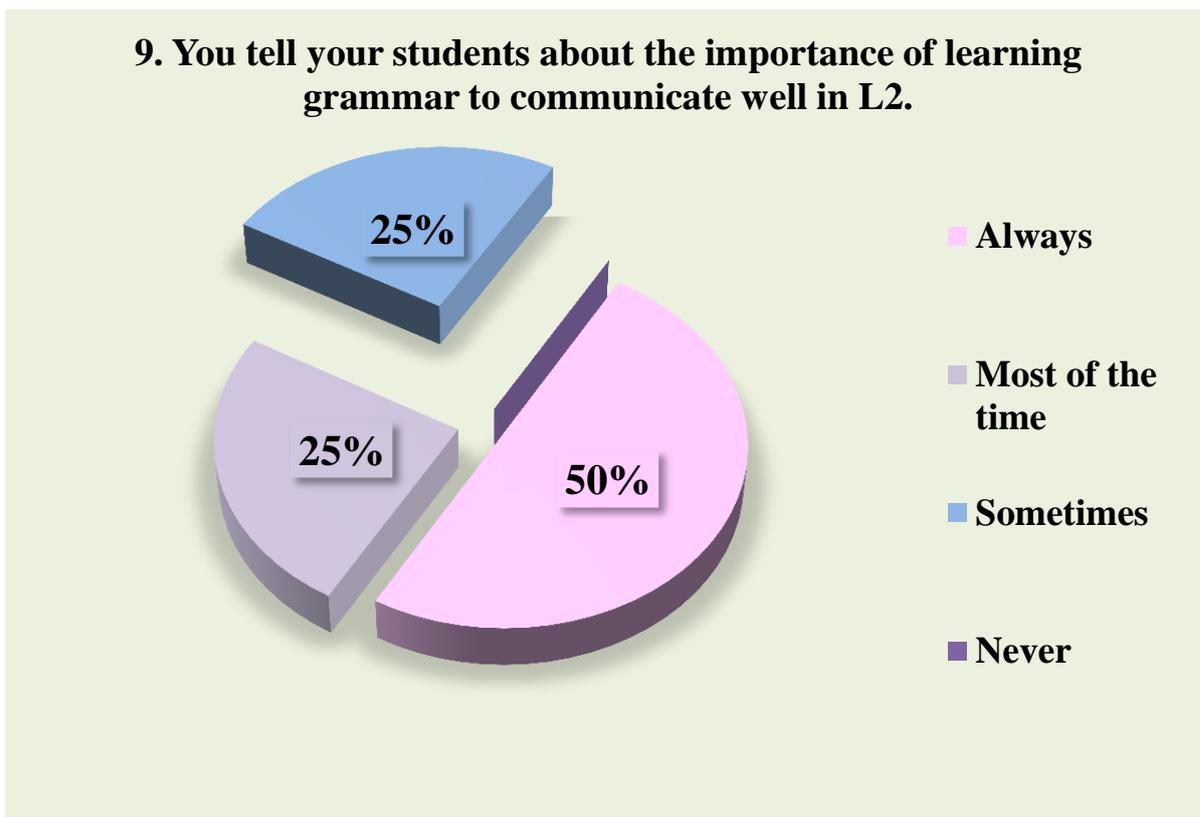


Figure 21. Pie chart of question 9

The pie chart on figure 21 states if teachers tell their students about the importance of learning grammar to communicate well in L2.

50% of English trainers at Invesciencias School always tell their students about the importance of learning English grammar.

25 % of English trainers talk about the importance of learning grammar most of the time.

The last 25 % of English teachers just sometimes tell their students that learning grammar to communicate is important.

10. You receive in-service - teacher training, to be updated on the latest TEFL, techniques to teach grammar.

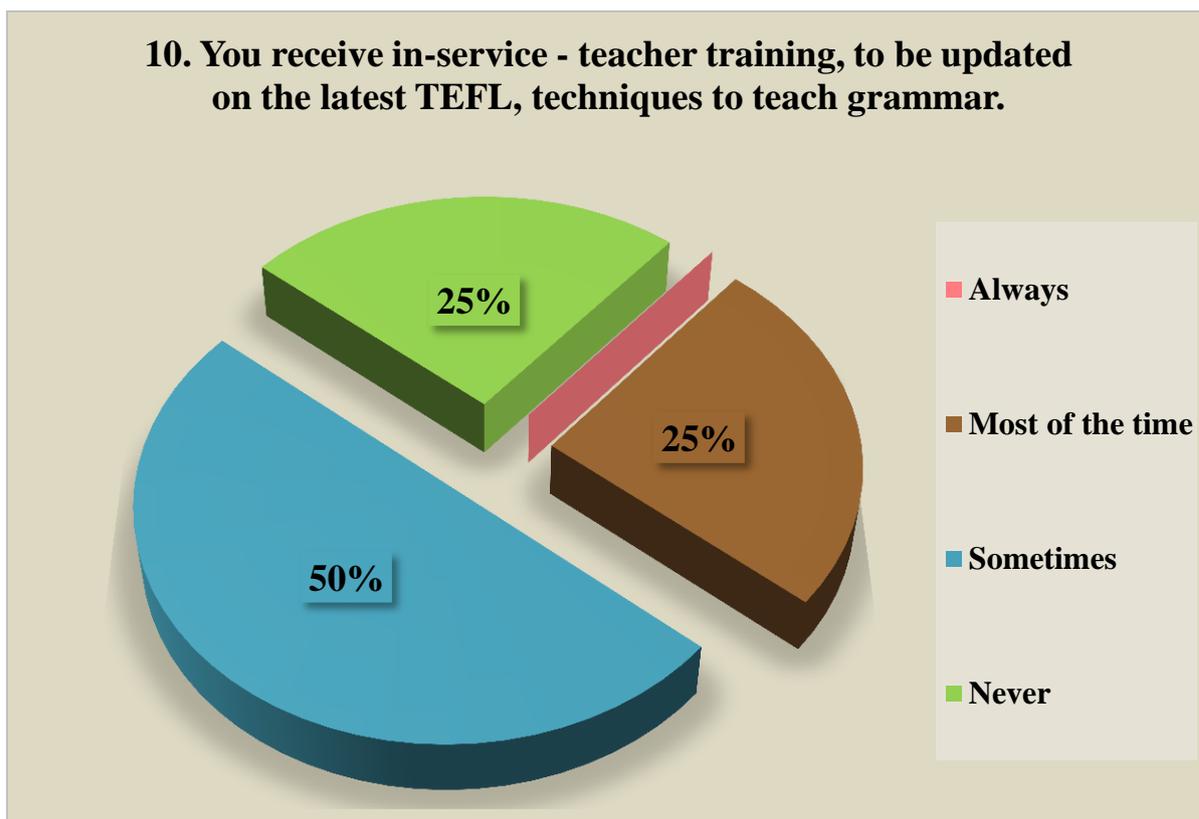


Figure 22. Pie chart of question 10

The pie chart on figure 22 states if English teachers at Invesciencias School receive in service – teacher training to be update on the latest TEFL, techniques to teach grammar.

50% of English teachers at Invesciencias School sometimes receive in service training to be updated on the latest TEFL techniques to teach grammar.

25% of English educators never receive this training and the other 25 % of teachers update their knowledge on the latest TEFL techniques most of the time.

3.6.3. STATISTICAL RESULTS OF THE SURVEY TO STUDENTS

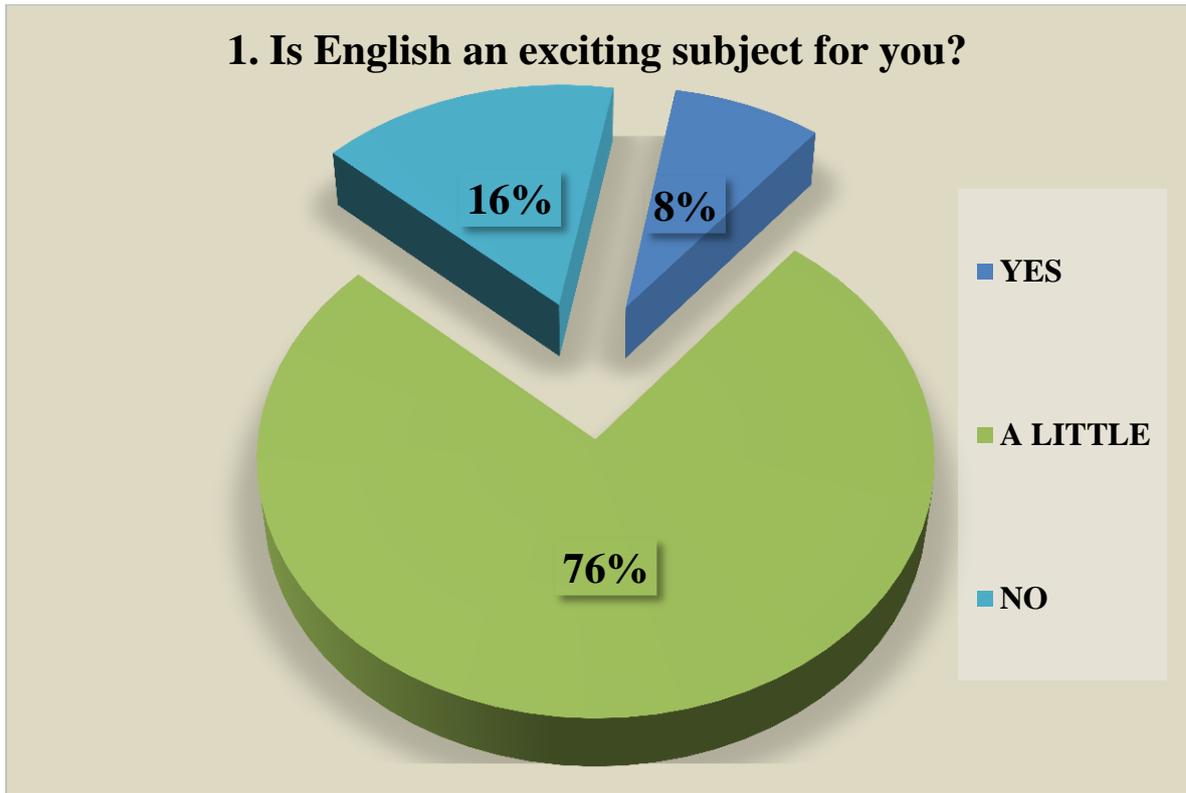


Figure 23. Pie chart of question 1

The pie chart on figure 23 shows that sixth graders at Invesciencias School consider English as an exciting subject.

76 % of students in sixth grade agree that English is only a little exciting for them.

16 % of students do not like English.

Finally, 8% of the students in sixth grade at Invesciencias School enjoy English as a subject.

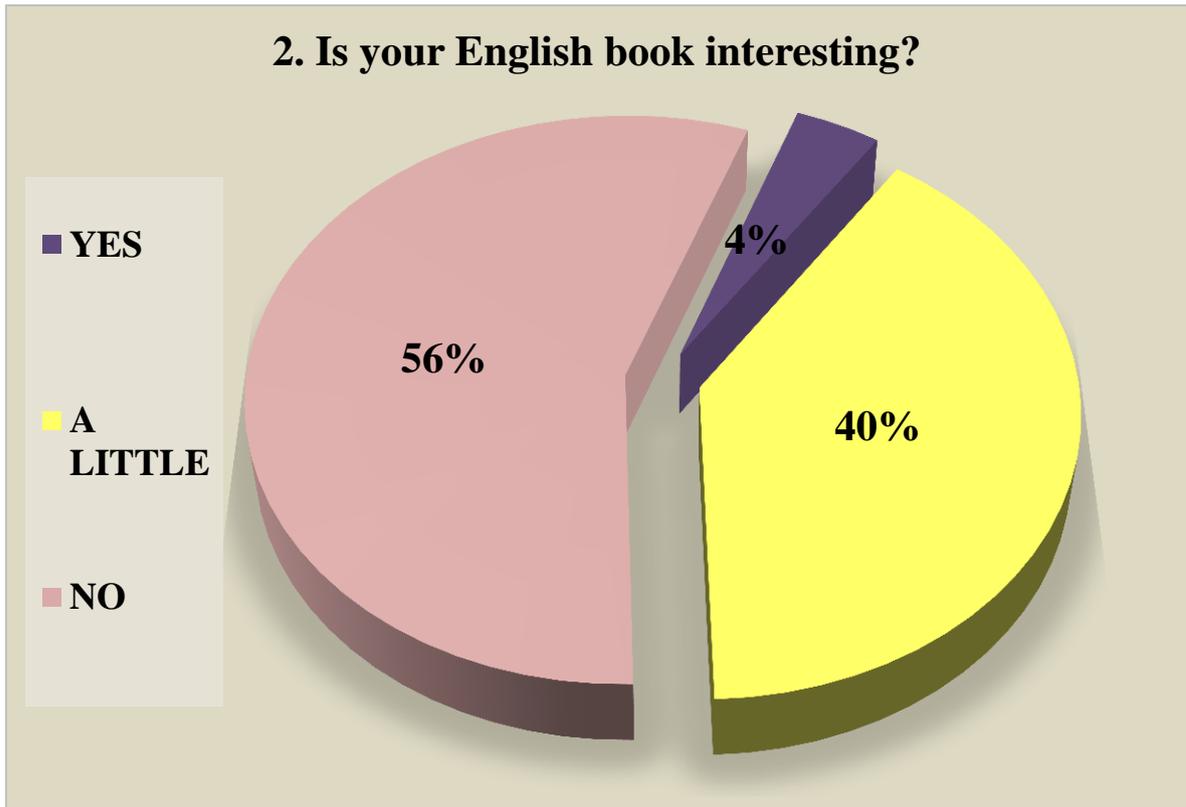


Figure 24. Pie chart of question 2

The pie chart on figure 24 shows if sixth graders at Invesciencias School consider their English book interesting.

56 % of students in sixth grade find their English textbook boring. On the other hand, 40 % of students declare that they like their English book a little bit.

The last 4 % of students say that they feel comfortable with the textbook.

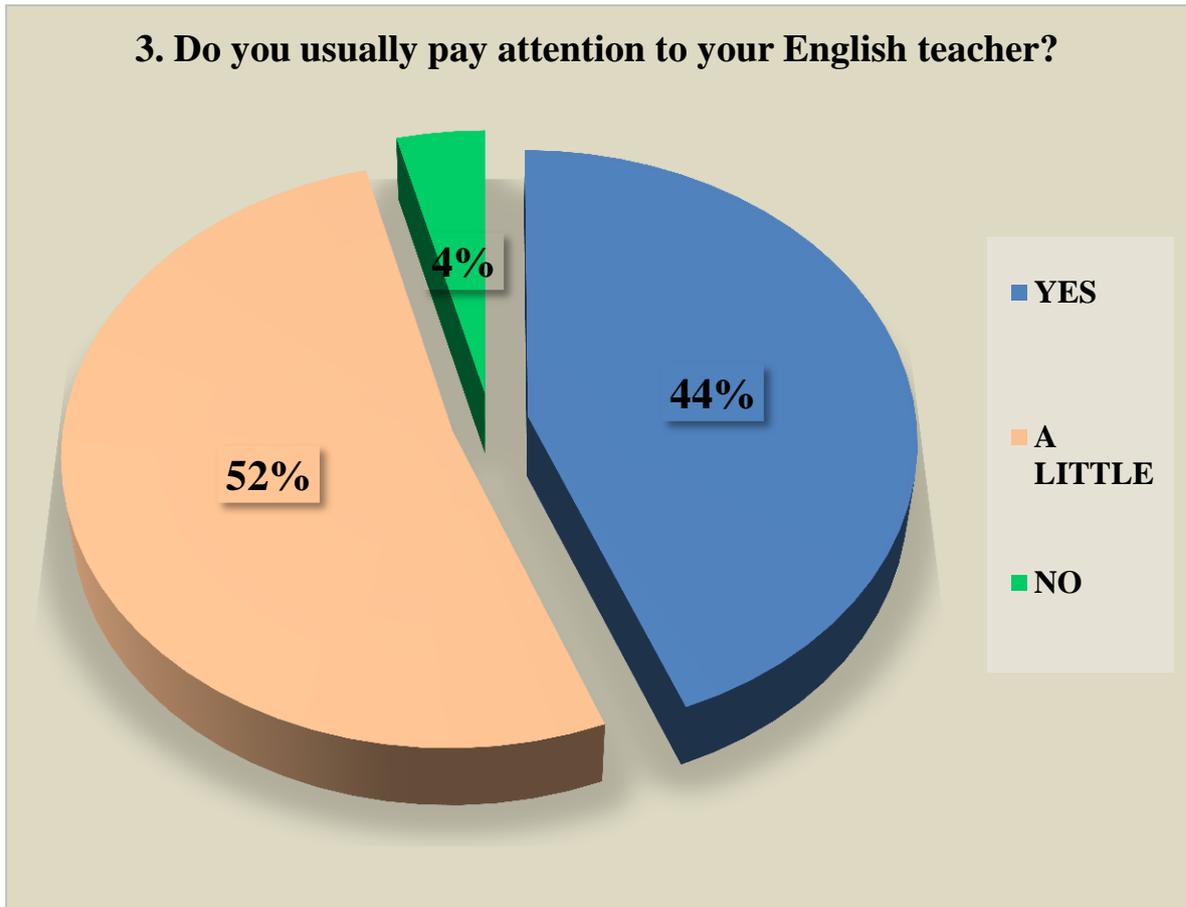


Figure 25. Pie chart of question 3

The pie chart on figure 25 states if sixth graders students at Invesciencias School use to pay attention to their English teacher.

52 % of students in sixth grade pay a little and attention to their English trainers.

44% of sixth graders all the time get involved and follow their teacher instructions when teaching.

The smallest percentage, which represent 4% do not care about teachers' guidelines.

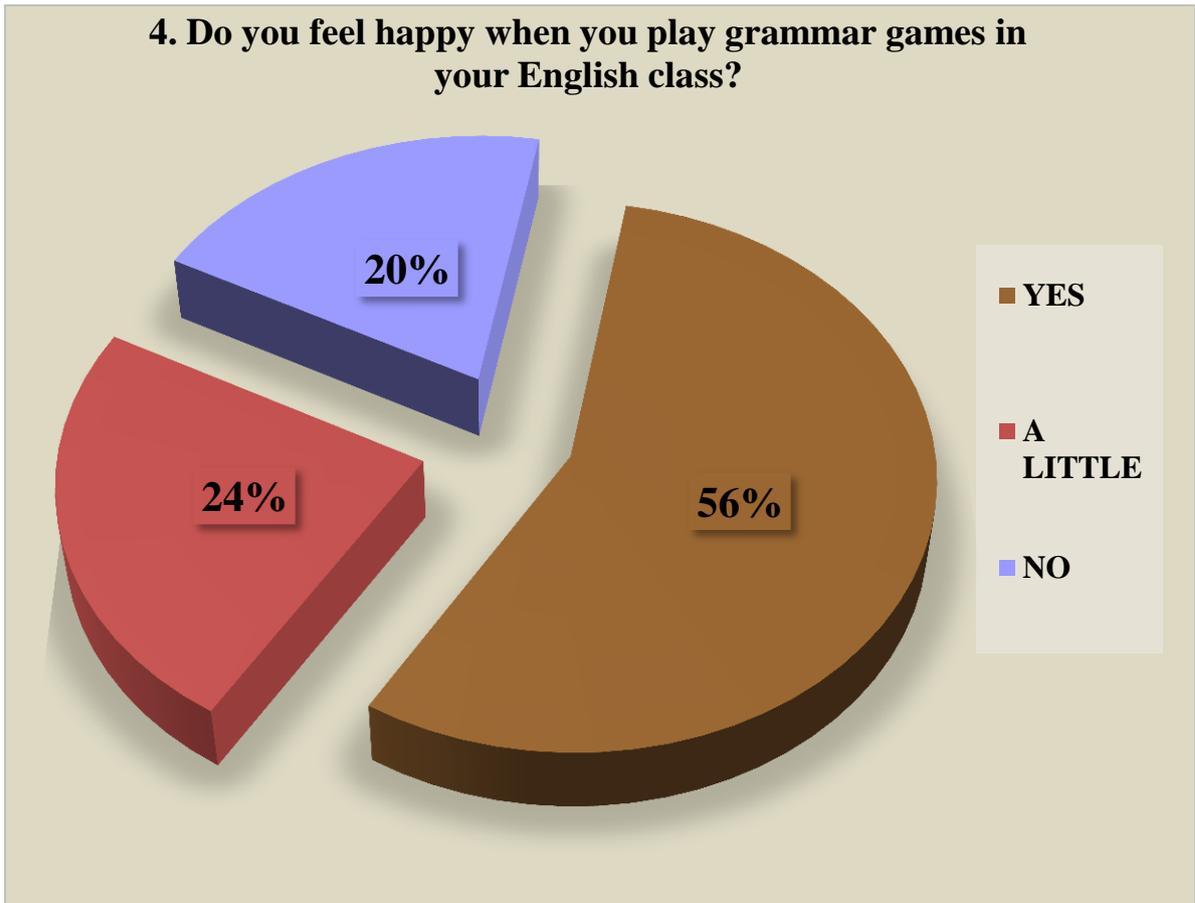


Figure 26. Pie chart of question 4

The pie chart on figure 26 shows if students get happy when they have English grammar games during the period of class.

56 % of students in sixth grade feel excited when they play grammar games in the class.

24% of them enjoy grammar games a little.

The last 20% of students do not enjoy grammar games.

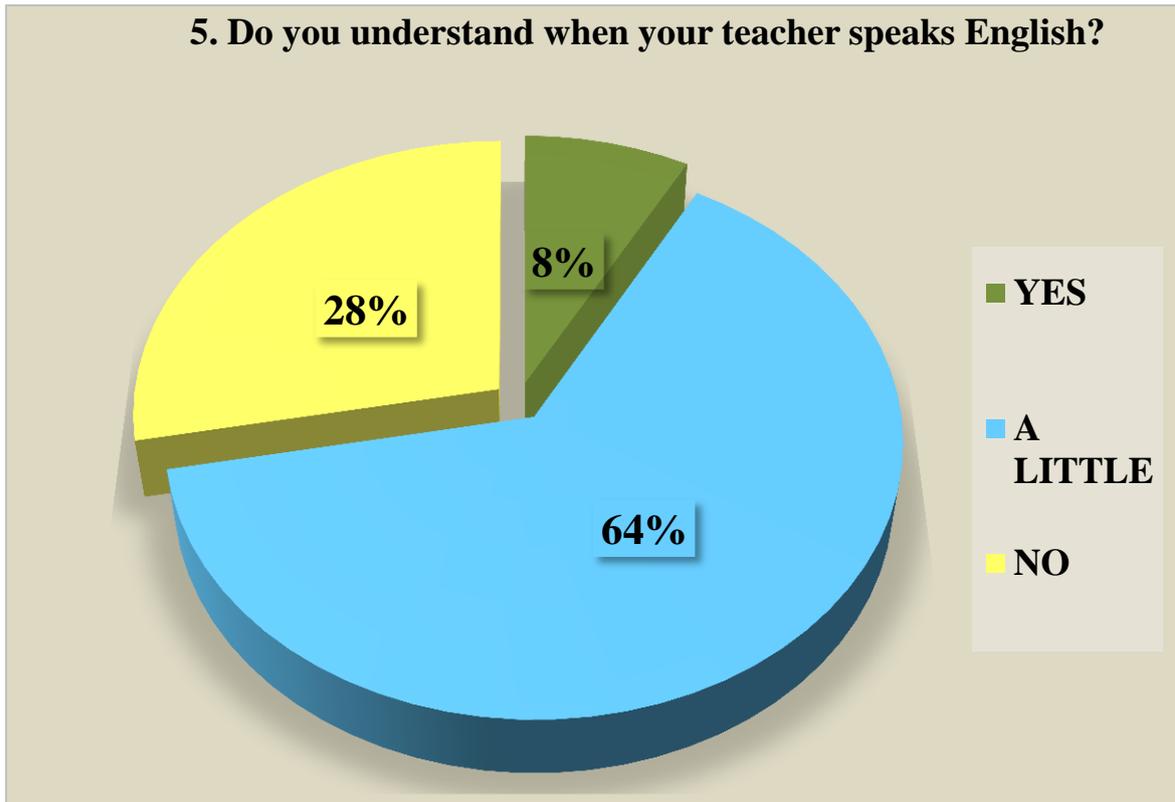


Figure 27. Pie chart of question 5

The pie chart on figure 27 shows if students from sixth grade at Invesciencias School understand when their teacher speaks English.

64 % of students in sixth grade comprehend a little when the teacher speaks English.

Considerable less, 28% of the sixth graders say they do not understand any single word when the teacher speaks in English.

The last 8% of students understands when their teacher speaks English.

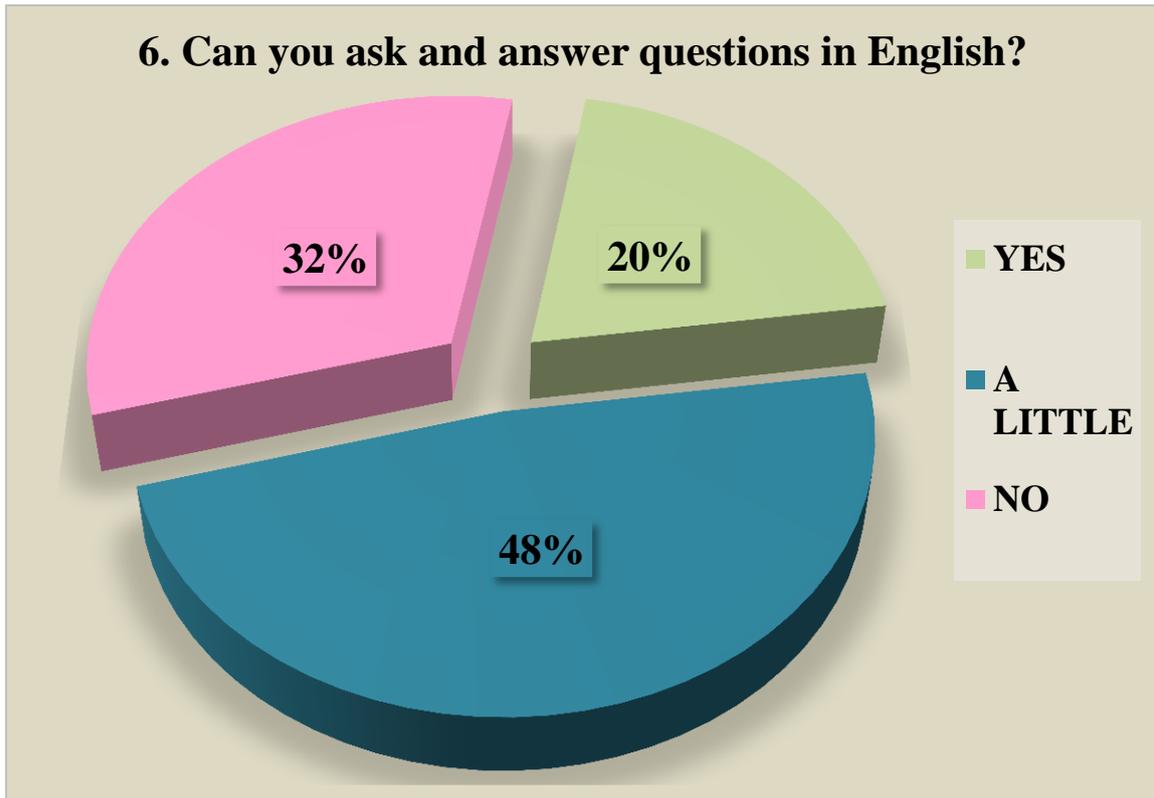


Figure 28. Pie chart of question 6

The pie chart on figure 28 shows if students of sixth grade at Invesciencias School are able to ask and answer questions in English.

48 % of sixth graders are a little confident when asking and answering questions in English.

Slightly less is the percentage of students that may not ask or answer question in English, it is 32% of them.

The minority, that is, 20 % corresponds to the students that answer and formulate questions without any problem.

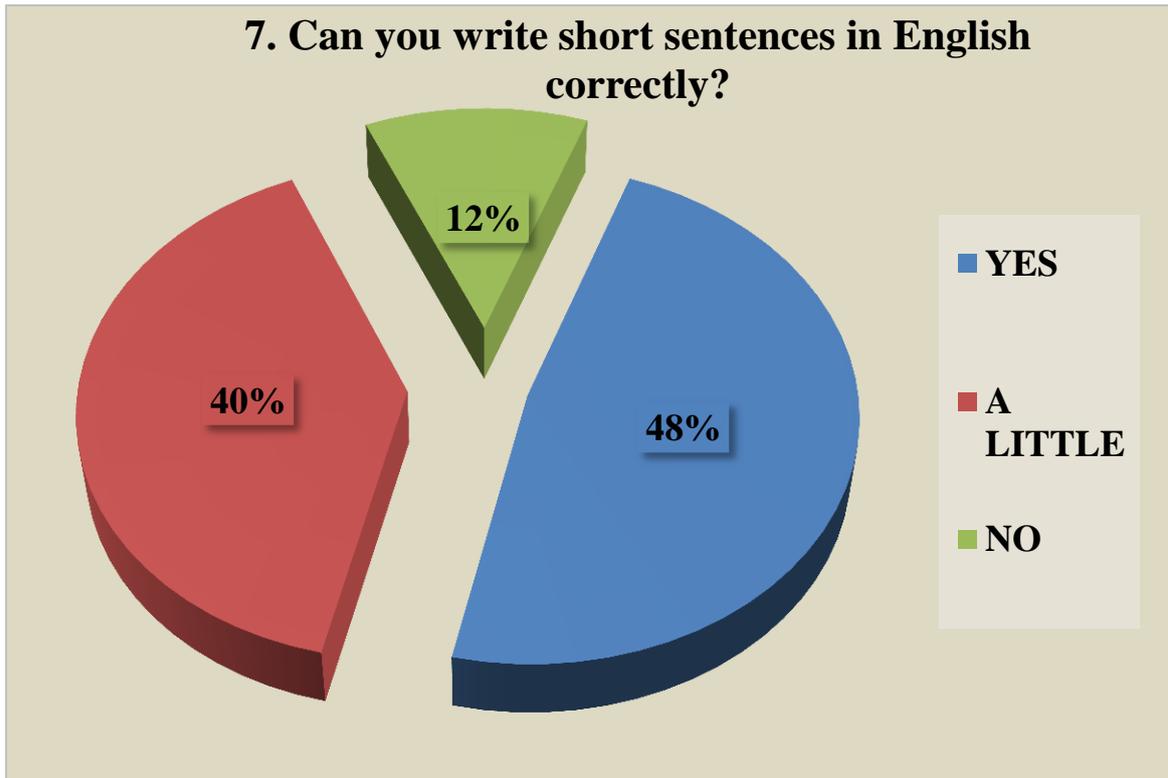


Figure 29. Pie chart of question 7

The pie chart on figure 29 shows if students of sixth grade at Invesciencias School are able to write short sentences correctly in English.

48 % of students in sixth grade can write short English sentences correctly.

Slightly less is the percentage of students that can do it with a bit of deficiency, it is 40% of them.

The minority that is, 12% corresponds to the students who cannot write short English sentences.

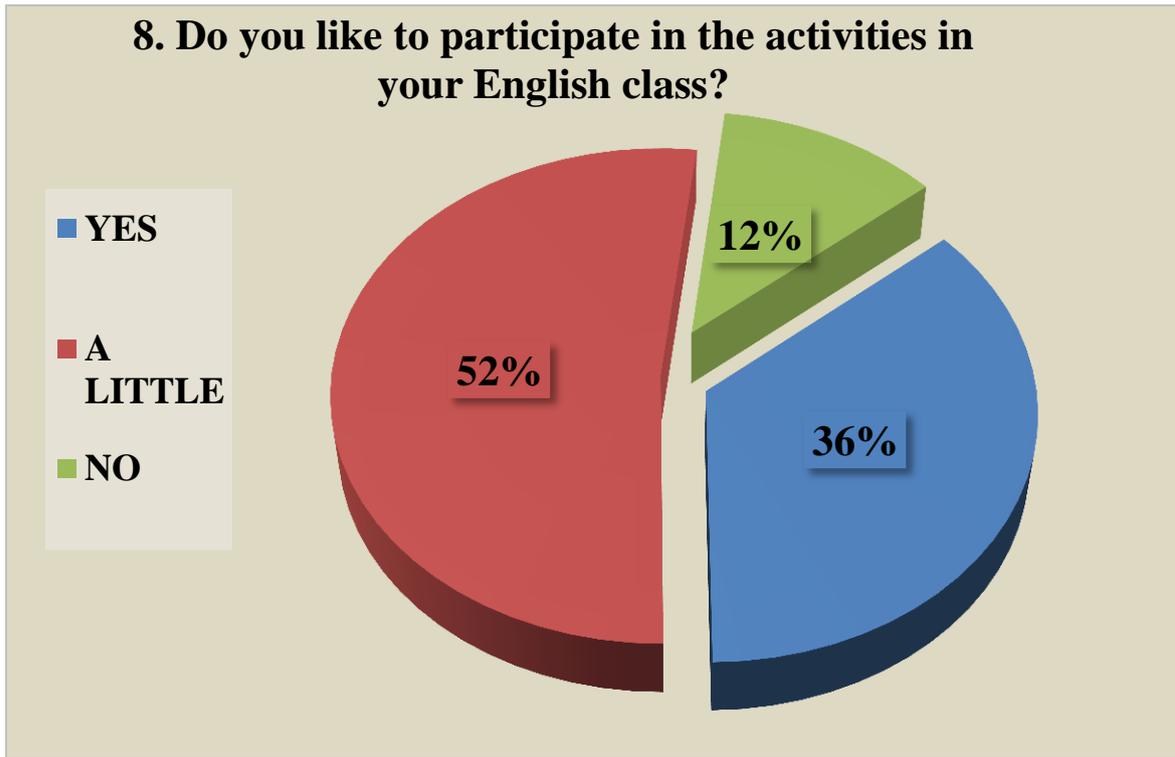


Figure 30. Pie chart of question 8

The pie chart on figure 30 shows if students of sixth grade at Invesciencias School like participating in the activities of the English class.

52 % of students in sixth grade like to participate in the English activities a little.

36% of students enjoy participating in English class activities.

The minority, that is, 12 % corresponds to the students that do not like participating in the English activities presented in class.

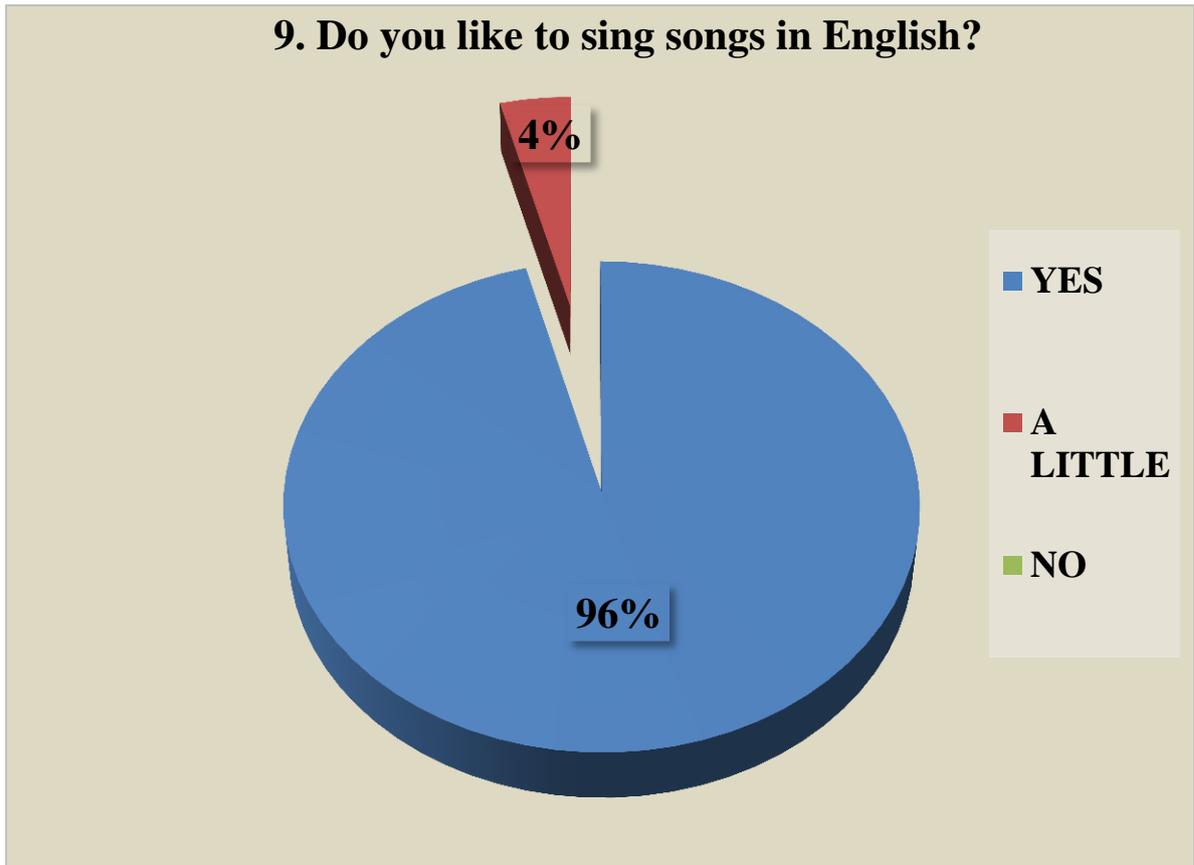


Figure 31. Pie chart of question 9

The pie chart on figure 31 shows if students of sixth grade at Invesciencias School like to sing song in English.

96 % of students in sixth grade like to sing songs in English.

4 % corresponds to the students who only like a little to sing English songs.

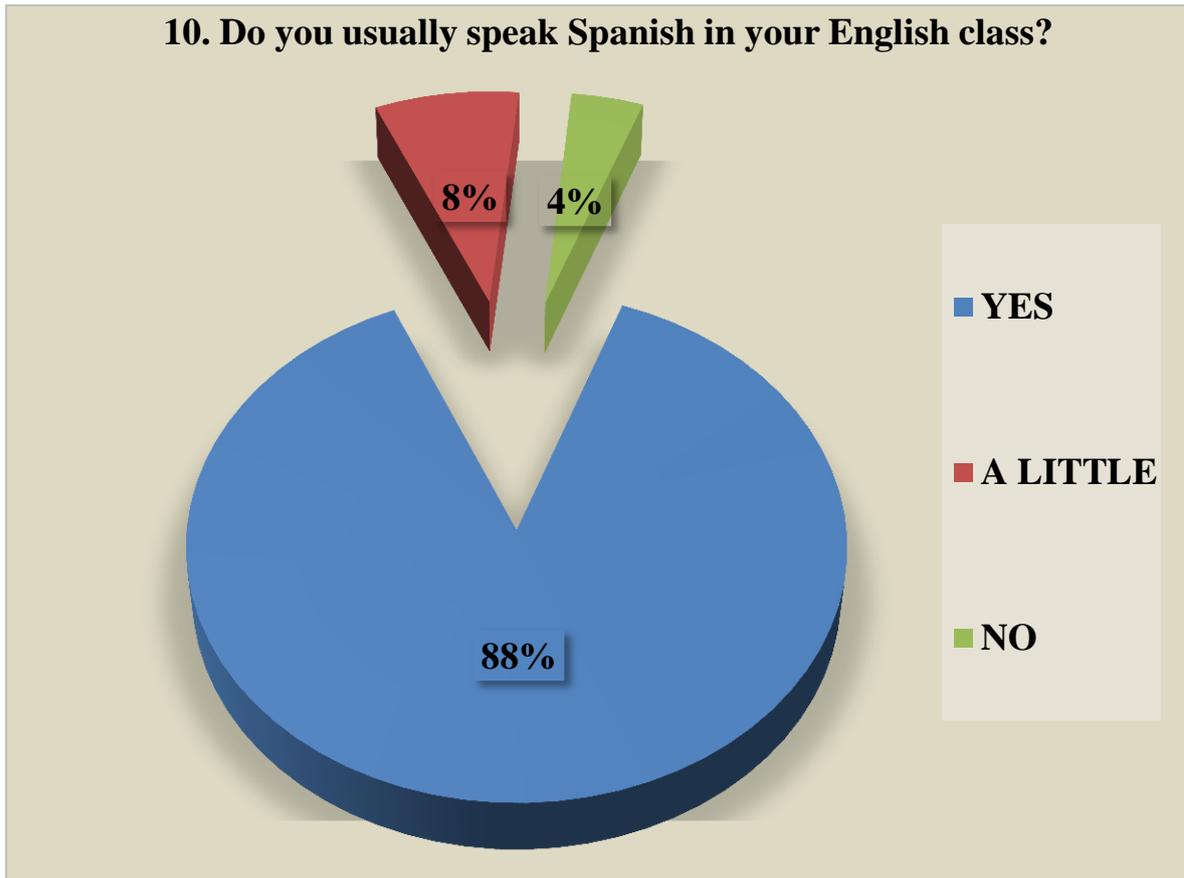


Figure 32. Pie chart of question 10

The pie chart on figure 32 shows if students of sixth grade at Invesciencias School likes use to speak in Spanish in the English class.

88 % of students in sixth grade confirmed that they usually speak Spanish in the English class.

8% of them speak a little Spanish in class and finally 4% of the whole group never speaks Spanish in the English class.

3.4.1 PRE-TEST RESULTS

First, the Pre-test was assessed to the twenty five students from the sixth class. The Pre-test consisted on eighteen questions; each question was based on a topic already learned in class. These topics were Plural Nouns, Articles A / An, Simple Present To Be, Adjectives, Question Words, Like - Don't Like, Object Pronouns, Imperative, Have - Has, Possessive, Simple Present (Affirmative), Simple Present (Ques. Neg.), There Is - There Are, Prepositions, Why – Because , Would Like, Demonstrative, Countable – Uncountable Nouns.

The exam consisted of 16 questions which were worth 5 points each and 2 questions which were worth 4 points adding a total among of 88 points.

Once the results were obtained, they were tabulated, and the final grade for each student was calculated using the following formula:

$$\frac{\text{\# of correct answers}}{88 \text{ points}} \times 100$$

Table 5. Pre Test formula 1.

#	NAMES OF THE STUDENTS	PLURAL NOUNS	ARTICLES A / AN	SIMPLE PRESENT TO BE	ADJECTIVES	QUESTION WORDS	LIKE - DONT LIKE	OBJECT PRONOUNS	IMPERATIVE	HAVE - HAS	POSSESSIVE	SIMPLE PRESENT (AFFIRMATIVE)	SIMPLE PRESENT (QUES. NEG.)	THERE IS - THERE ARE	PREPOSITIONS	WHY - BECAUSE	WOULD LIKE	DEMOSTRATIVE	COUNTABLE - UNCOUNTABLE	# OF CORRECT ANSWERS	FINAL GRADE	OUT OF 10
1	AVELLAN GANCHOZO ANGELES NAOMI	3	1	5	5	5	5	4	5	5	4	5	4	5	3	5	3	3	4	74	84,09	8

Table 6.Pre test Content.

The global percentage was obtained applying the following formula:

$$\frac{\text{Total numbers of real points obtained by the Ss. per item.}}{\text{Total number of correct points per item.}} \times 100$$

Table 2.Pre Test formula 2.

The results showed the students' level of proficiency per each grammatical item indicating at the same time the structure that had to be reinforced.

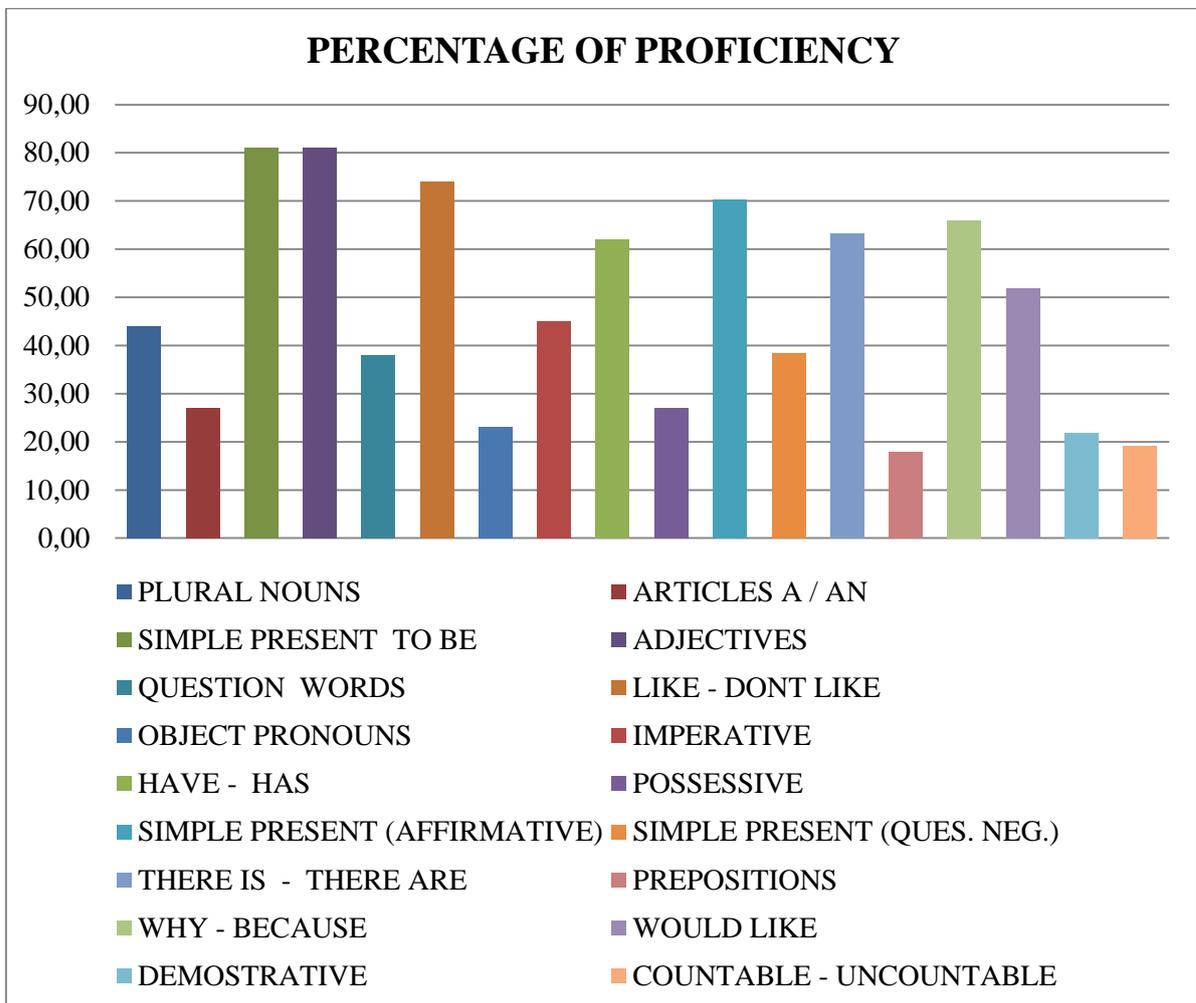


Table 8.Pre Test Results.

It is shown the percentage of proficiency per topic evaluated on the pre-test. Plural Nouns 44 %, Indefinite Articles 27%, Simple Present To Be 81%, Adjectives 81

%, Question words 38%, Like – Don't Like 74%, Object pronoun 23%, Imperative 45 %, Have – Has 62%, Possessive 27%, Simple Present (Affirmative) 70.40 %, Simple present Negative question 38.40 %, There is – There are 63.20%, Prepositions 18%, Why – Because 66%, Would like 52%, Demonstrative 22%, Countable and uncountable Nouns 19.20 %.

As a result, the students need to improve their knowledge on Plural Nouns, Indefinite Articles, Question words, Object pronoun , Imperative, Have – Has, Possessive, Simple present Negative question, There is – There are, Prepositions, Why – Because, Would like, Demonstrative, Countable and uncountable Nouns.

The general grammar proficiency of the sixth graders was obtained by the following formula:

Total number of correct responses * Total number of students =

(88*25) giving as a result the total number of possible correct answers (2200) which is equivalent to 100%.

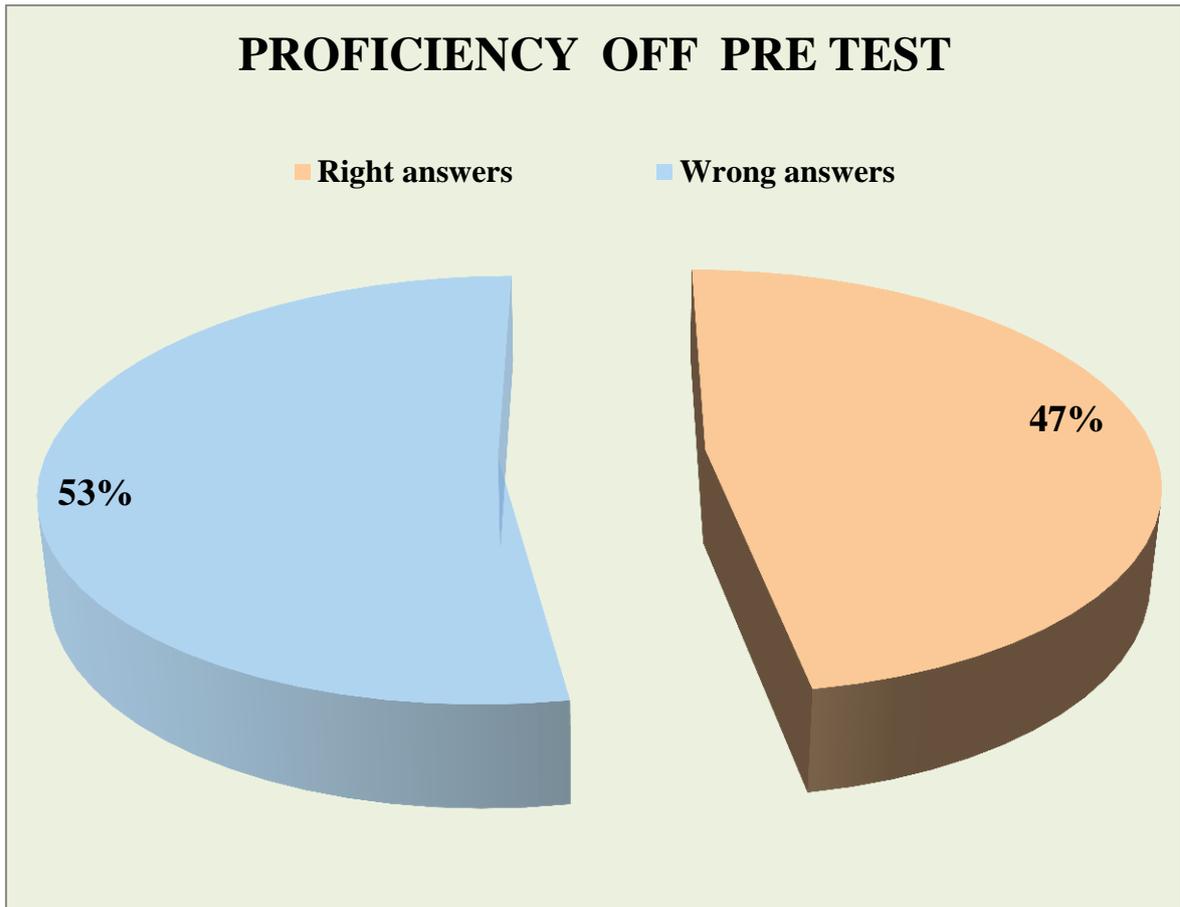
(1045) is the result of the real number of correct answers that the students obtain in the Pre-test.

The percentage of grammar proficiency is obtained with the following calculation:

$$\frac{1045}{2200} \times 100$$

Table 9. Pre test Grammar proficiency percentage formula 1.

Providing a result of 47 %.



In figure 33, Pie chart of Pre test results.

47% shows the students' proficiency in English grammar and the 53% shows their deficiency of knowledge.

It means that The Pre-test got more wrong answers than right answers, which places this student group in an urgent necessity to improve their English grammar knowledge.

3.4.2 POST TEST RESULTS

The Post-test was assessed to the twenty five students from sixth class. The Post-test consisted on eighteen questions; each question was based on a topic already reinforced in class. These topics were Plural Nouns, Articles A / An, Simple Present To Be, Adjectives, Question Words, Like - Don't Like, Object Pronouns, Imperative, Have - Has, Possessive, Simple Present (Affirmative), Simple Present (Ques. Neg.), There Is - There Are, Prepositions, Why – Because , Would Like, Demonstrative, Countable – Uncountable Nouns.

The exam consisted of 16 questions which were worth 5 points each and 2 questions which were worth 4 points adding a total among of 88 points.

Once the results were obtained, they were tabulated, and the final grade for each student was calculated using the following formula:

$$\frac{\text{\# of correct answers}}{88 \text{ points}} \times 100$$

Table 10. Post Test formula 1.

#	NAMES OF THE STUDENTS	PLURAL NOUNS	ARTICLES A / AN	SIMPLE PRESENT TO BE	ADJECTIVES	QUESTION WORDS	LIKE - DONT LIKE	OBJECT PRONOUNS	IMPERATIVE	HAVE - HAS	POSSESSIVE	SIMPLE PRESENT (AFFIRMATIVE)	SIMPLE PRESENT (QUES. NEG.)	THERE IS - THERE ARE	PREPOSITIONS	WHY - BECAUSE	WOULD LIKE	DEMOSTRATIVE	COUNTABLE - UNCOUNTABLE	# respuestas correctas	NOTA FINAL	sobre 10
1	AVELLAN GANCHOZO ANGELES NAOMI	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	4	5	87	98,86	10

Table 11. Post test content.

Moreover, it is detailed the record on every grammar structure assessed. So, the results were as following:

- 13 students got 10
- 7 students got 9
- 3 students got 8
- 0 students got 7
- 1 student got 6
- 0 students got 5
- 1 student got 4
- 0 students got 3
- 0 students got 2
- 0 students got 1

The global percentage was obtained applying the following formula:

$$\frac{\text{Total numbers of real points obtained by the Ss. per item.}}{\text{Total number of correct points per item.}} \times 100$$

Table 12. Post test formula 2.

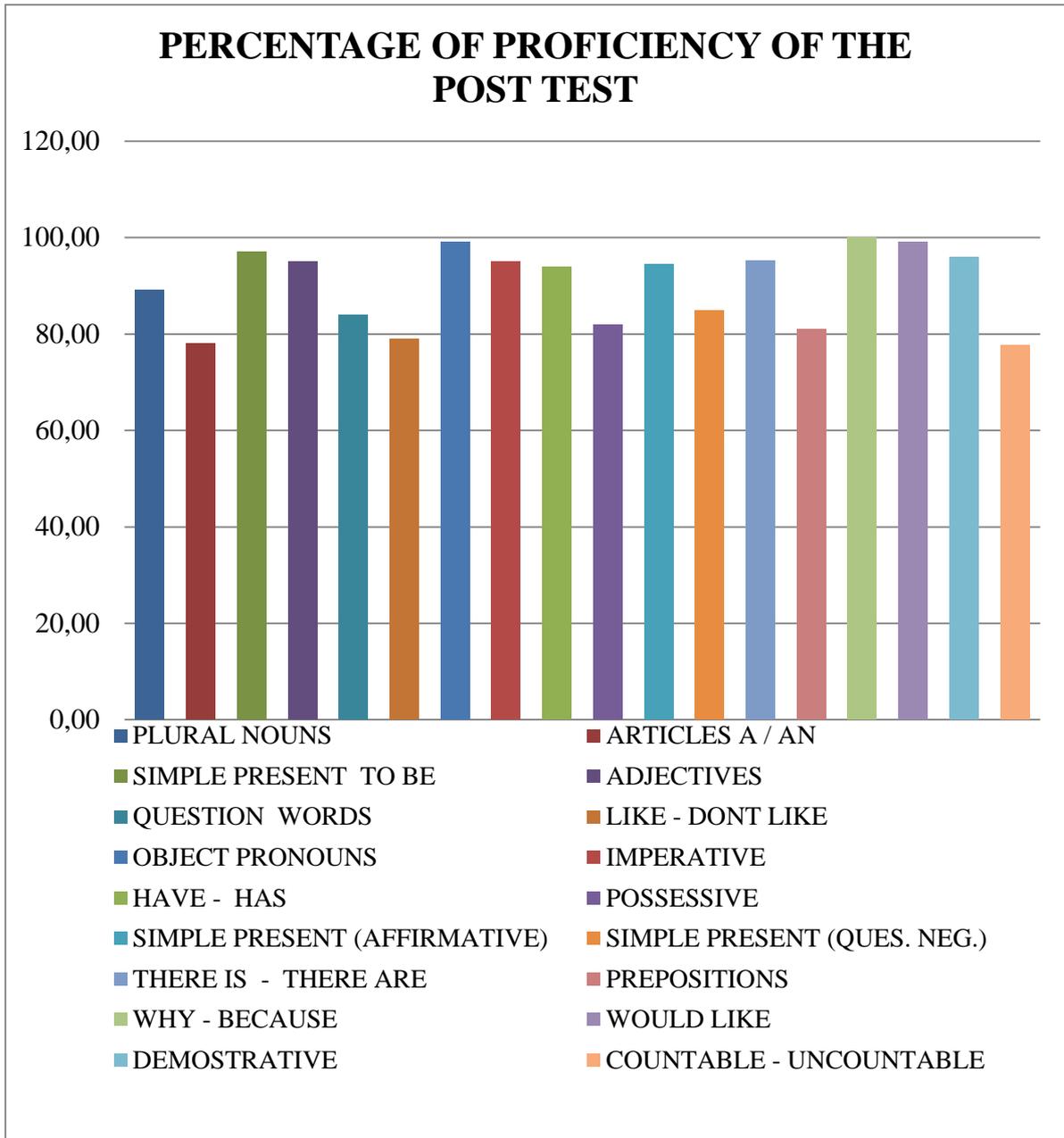


Table13. Bar chart of Post test results.

It is shown the amazing percentage of proficiency per topic evaluated on the post-test:

- Plural Nouns 89 %
- Indefinite Articles 78%
- Simple Present to Be 97%
- Adjectives 95 %
- Question words 84%

- Like – Don't Like 79%
- Object pronoun 99%
- Imperative 95 %
- Have – Has 94%
- Possessive 82%
- Simple Present (Affirmative) 94.40 %
- Simple present Negative question 84.80 %
- There is – There are 95.20%, Prepositions 81%
- Why – Because 100%
- Would like 99%
- Demonstrative 96%
- Countable and uncountable Nouns 77.60 %.

The general grammar proficiency of the sixth graders was obtained by the following formula:

Total number of correct responses * Total number of students =

(88*25) giving as a result the total number of possible correct answers (2200)

which is equivalent to 100%.

(1975) is the result of the real number of correct answers that the students obtain in the Post-test.

The percentage of grammar proficiency is obtained with the following calculation:

$$\frac{1975}{2200} \times 100$$

Table 14. Post test Grammar proficiency percentage formula.

Providing a result of 90 %.

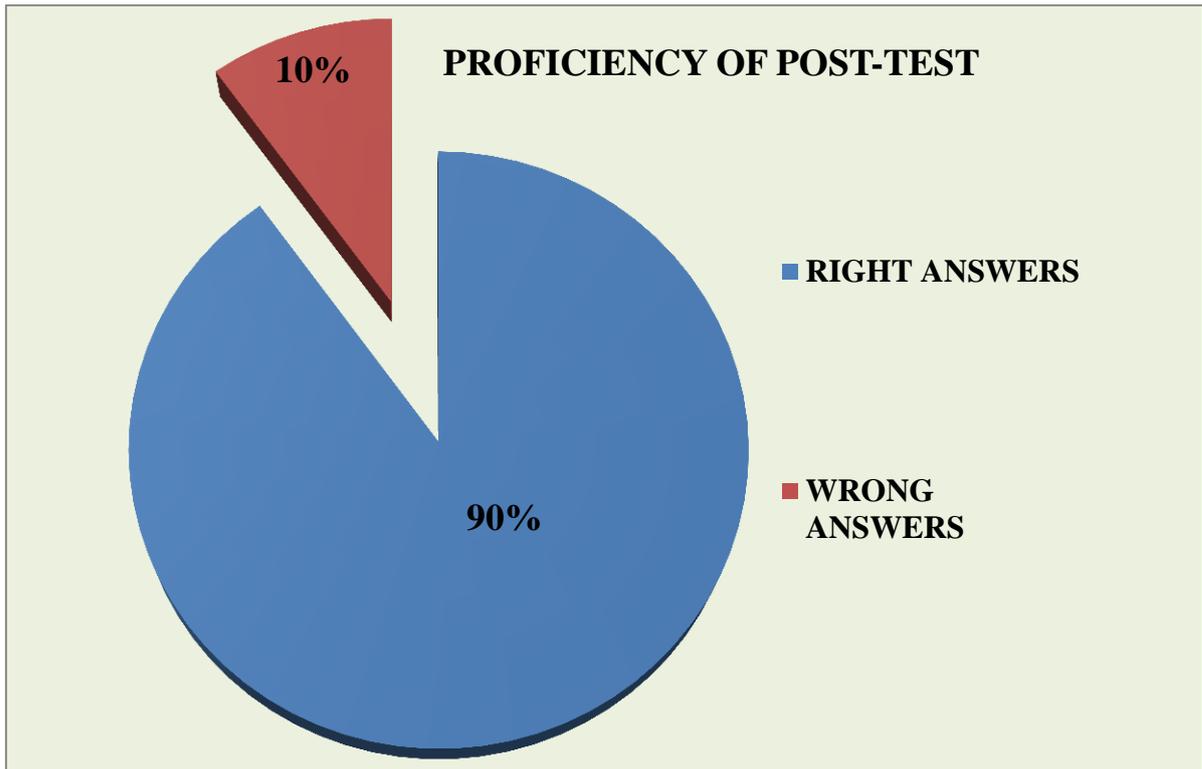


Figura 34. Pie chart Post test results.

The income and outcome exams were exactly the same but they were given to the students within a month difference to avoid memorization of the questions.

It can finally be concluded that there was a positive increase on the grades that show there was acquisition of knowledge after applying a set of strategies.

This fact is shown in the following comparative chart.

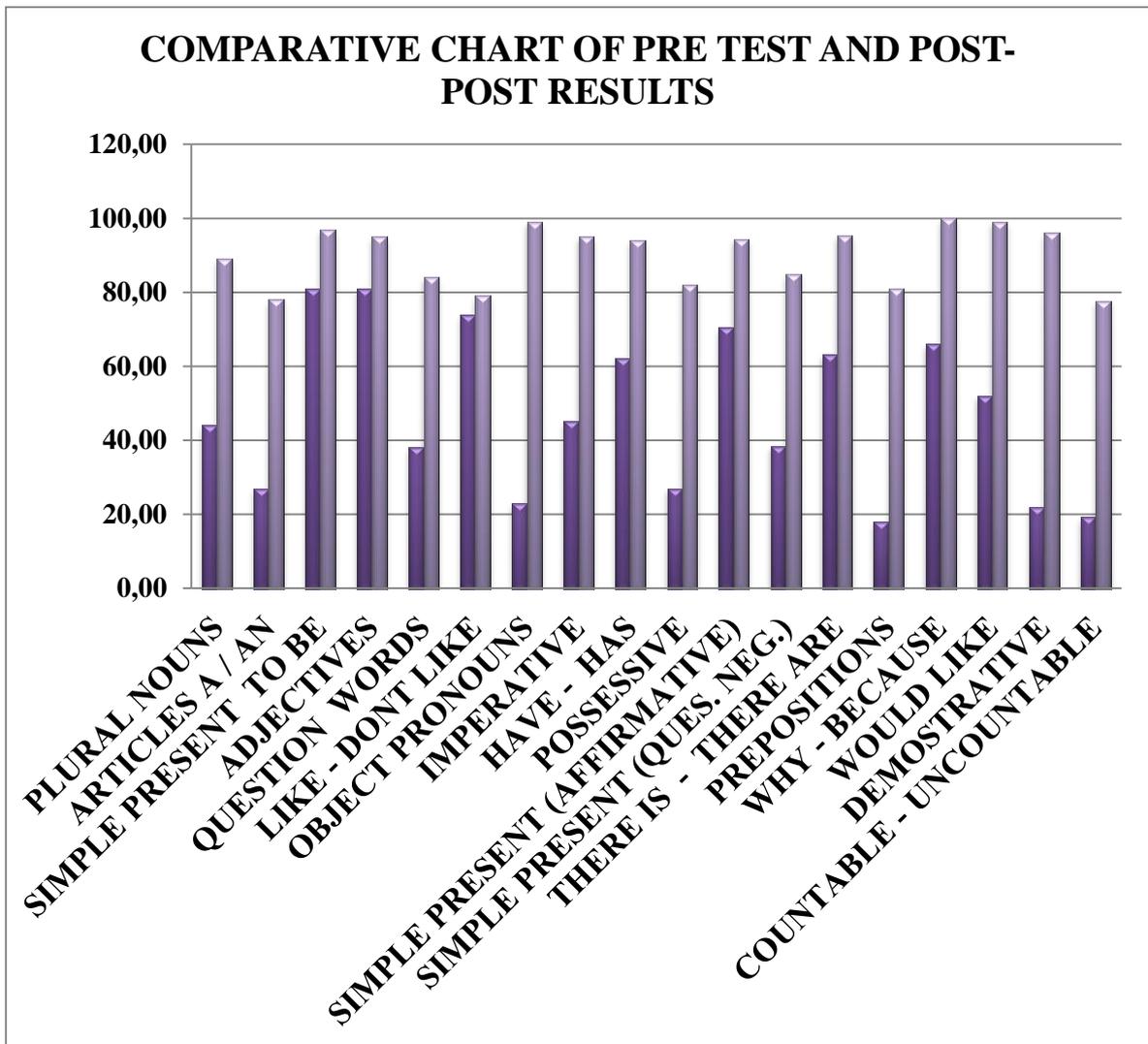


Table 15. Bar chart of Pre test and Post test comparison.

3.5. RESOURCES, TIMELINE AND BUDGET

3.5.1. RESOURCES

RESOURCES	REQUIREMENTS
Internet Services	Find out information for the research project.
Computer	To write the research project.
Copies	To reproduce surveys and tests for teachers and students.
Printing Expenses	To print all the material needed for the research project.
Transport	To move on to different places to gather information for the research project.
Dictionary	To find out specific meaning and synonyms
Academic Training	To learn how to conduct this research project.
Papers	To present the project

Table 16. Resources

3.5.2 TIMELINE

ACTIVITIES	OCTOBER	NOVEMBER	DECEMBER	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Activities Outline	x								
Instruments design		x							
Instruments application			x						
Chapter I Introduction				x					
Chapter II Literature Review					x				
Chapter III Methodology						x			
Tabulation and Results							x		
Chapter IV Conclusion								x	
Conclusions and Recommendations									X

Table 17. Timeline.

3.5.3. BUDGET

RESOURCES	NUMBER	PRICE	TOTAL
Training	5	250	1250
Internet	200	1.00	200
Copies	400	0.5	20
Printing Black and White Papers	600	0.10	60
Printing Color Papers	300	0.50	150
Cds	5	1.50	7.50
Transport	25	1.50	37.50
Others	100	5	500

Table 18. Budget.

CHAPTER IV

4. FINAL CONCLUSIONS

4.1. CONCLUSIONS

The main purpose of this research Project was to determine the best strategies to optimize that teaching and learning process of the English grammar in sixth graders at Unidad Educativa Básica Invesciencias and at the same time to establish the reasons why they get low grades in that subject.

To obtain the required information for this project, it was necessary to conduct two class observations to find out possible complications in the classroom. An interview and a survey were given to the teachers in order to evaluate their professional profile and academic performance.

Two surveys were provided to students in order to evaluate the text book materials and to assess their perception about the subject in general. The students took a pre test which was designed to prove the existence of the problem and a post test to confirm the validation of the hypothesis proposed in this work.

The classroom observations evidence some negative factors: there were not lesson plans, consequently there was a lot of improvisation, the activities were not in a specific order, the class management was poor, there was not control of the time, the students showed lack of interest in the activities that the teacher implemented, the language of instructions was Spanish, there was not rapport with the students, their lack of motivation was visible, the extra material used in the class was not suitable for the topic.

According to the information provided by the instruments it can be concluded that the teaching process had a lot of weaknesses, the teachers' professional competence was not good enough and the students were not really involved in the classroom activities, showing lack of interest and motivation.

The results of the interview proved that most teachers did not have a TEFL academic degree and their low English proficiency affected their academic performance in the classroom. They also recognized that they needed professional training in the newest teaching methods, techniques and strategies.

The lack of appropriate materials and technology also affected the students' achievement.

As a conclusion it can be stated that the teachers' professional competence was no so good.

The evidence provided by the surveys confirmed that the students did not know about the objectives of the lesson, the activities were not dynamic and relevant to their interest and some of them were working on other subjects.

All of these factors obviously affected students' learning of the grammar rules in the target language.

Following with the process, a pre test was giving to twenty five students to know about their proficiency in L2 grammar. This exam consisted of eighteen questions which were based on the grammar structures that the students were supposed to know.

The grades that were obtained by the students confirmed the existence of a real problem: most of them did not know the basic grammar structures and their use.

After that, a remedial course was organized. It was based on the grammar structures that were included in their text book. Worksheets were used, games, and songs were implemented. The students were encouraged to participate in the activities and emphasis was placed on the fact that the main purpose of English is to communicate.

To confirm the validation of the research hypothesis a post test was given to the same students, this time the results were highly satisfactory, ninety percent of them demonstrated that they could use the grammar structures.

It was proved then that the use of the proposed teaching strategies influenced significantly on the sixth graders' L2 grammar proficiency because of the results of post test.

It is obvious that the implementations of teaching methods, techniques and strategies are directly related with the students' interest, ages, learning styles and multiple intelligences. The atmosphere in the classroom plays an essential role in the teaching process. The teaching process must be dynamic, motivating and meaningful for the students.

4.2.PROBLEMS AND LIMITATIONS

In this section there are two events to mention: the lack of support from the English teacher and the effect of the Pre-test results in some parents of the students.

Once the two classes were observed the teacher did not demonstrate a positive attitude with the project implementation. She looked upset and threatened.

There were parents of students who were concerned about the results of the pre-test. They thought this result would affect the final grade of their children. For this reason, it was necessary to explain them that the idea of a Pre-test was to detect weaknesses in the subject and of course to implement an action plan for improving the students' English Grammar proficiency.

Apart from that couple of incidents, everything went well and smoothly. The total support from the school authorities motivated the authors to continue with the process.

4.3.RECOMMENDATIONS

Based on the satisfactory results obtained in the post test applied to the students after giving a month classes using specific strategies to enhance grammar, it is strongly recommended to add those strategies in the study plan of the course and to use them not as a month program but as regular exercise to be applied every day if possible.

Students reacted positively to dynamic activities and exercises that even broke the daily routine of classes. It was proven that with a little dedication and commitment the teacher can make the change. But teachers need to be backed up by the authorities who will have to provide the necessary tools to improve his daily teaching activities.

4.3.1. RECOMMENDATIONS FOR SCHOOL AUTHORITIES

Surveys of teachers showed that not all teachers have a professional degree. They lack updated knowledge about English teaching; they have not taken a TEFL exam recently so the level of their English Proficiency is uncertain.

For this reason, it is recommended to train English teachers; to provide them with the opportunity to attend seminars and workshops about English Teaching. Or they can also plan on inviting special guest trainers to the school and benefit from their expertise.

Also it is important that the authorities become conscious on the level of English proficiency their teachers have, it is very useful to assess them through an international exam. There are many varieties of proficiency exams but they have a cost. Those exams should be paid for by the institution not to affect the teacher income.

Additionally, it is a strong recommendation to provide technological equipment and resources for an efficient development of English classes. A modern school cannot lack technology.

4.3.2. RECOMMENDATIONS FOR THE SIXTH GRADE ENGLISH TEACHER

The main idea is being conscious that the implementations of new teaching methods, techniques and strategies should be directly related with the students' interest, ages, learning styles and the multiple intelligences they have developed. The atmosphere in the classroom also plays an essential role in the teaching process.

That's why it is recommended that the teaching process may be dynamic, motivating and meaningful for the students. The teacher of sixth grade students at Unidad Educativa Invesciencias has to introduce more fun activities. They should let the class play, have some fun whenever possible by means of using guided activities to break the monotonous procedures of teaching. Learning English should be enjoyable and appealing to students of any age.

It is fundamental to plan all classes; it helps the teacher make a good distribution of the time. Most of the time the designing of these types of activities requires minimal preparation.

Many of the games and activities may be fully found on websites of English language teaching. Internet is the greatest tool for developing useful and motivated activities.

The Grammar translation method and memorization of rules could be replaced by reinforcement activities. The teacher must insist in giving commands in English. The more he uses them the faster the students will get used to them.

As a teacher of a globalized society, he has to be aware of the latest trends in technology and knowledge in a general sense. Therefore, he has to find the way to complement his knowledge about English. Updating knowledge helps to be prepared to face challenges and each and every one of the students is a challenge. Teaching itself is a challenge.

The teacher has to worry about his students needs and not just to be worried about fulfilling the academic contents of a study plan.

The authors of this research project faithfully believe that it has been possible to accomplish the main objective and expect that the findings will be helpful and useful to enhance the teaching of grammar to young learners.

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APPENDICES

1. APPENDIX 1LIST OF STUDENTS
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3. APPENDIX 3SURVEYS
4. APPENDIX 4INTERVIEW
5. APPENDIX 5PRE AND POST TEST
6. APPENDIX 6PHOTOS
7. APPENDIX 7PLANNING
8. APPENDIX 8WORKSHEETS

APPENDIX 1

STUDENT'S LIST

UNIDAD EDUCATIVA BÁSICA INVESCIENCIAS SIXTH GRADE

NOMINA DE ALUMNOS	
1	AVELLAN GANCHOZO ANGELES NAHOMI
2	CAMPOVERDE NAVARRETE GEMA CAROLINA
3	CRUZ FABARA ISRAEL FERNANDO
4	EGAS GONZALEZ HENRY SAMUEL
5	FARIAS LOPEZ JOSE IGNACIO
6	FRANCO STIWART MARIA DE LOS ANGELES
7	GUERRERO CHIQUITO SERGIO ANDRE
8	GUZMAN BENITES FABIO ANDRES
9	KAISER VELEZ ARIANNA MAEDY
10	LA MOTA OSORIO CARLOS EDUARDO
11	MIELES MENDOZA MARIUXI LUCIA.
12	MITE PEÑA MATHEW
13	NAVARRETE ZAMORA NICOLE BEATRIZ
14	PARRA RIVADENEIRA NICOLAS FRANCISCO
15	PEREZ MEZA ALISSON SAMANTHA
16	PLUAS CINO LUIS ANDRES
17	QUINDE JORDAN SANTIAGO ARIEL
18	RODRIGUEZ VELEZ PAMELA MARINA
19	SALAZAR VALVERDE CARLOS ADRIAN
20	SANCHEZ REINOSO EMILY AMANDA
21	SELLAN CEREZO JOHAN ARTURO
22	SOLIS NAREA FERNANDO JOSUE
23	TAGLE FREIRE YULIANA BELEN
24	VALLADARES VALLE IVIS NOELY
25	VELASQUEZ BURGOS JORGE ENRIQUE
26	YEPEZ PLAZA MILENA LEONOR
27	ZERNA MERCHAN IVAN DE JESUS.
28	ZURITA ROMERO KATYA EMILIA

APPENDIX 2
OBSERVATION SHEET



TEACHER OBSERVATION SHEET



TEACHER: _____	SCHOOL: _____
COURSE: _____	
SUBJECT: _____	
TOPIC: _____	

The number rating stands for the following: **1 = NO** **2 = SOMETIMES** **3 = YES**
If it doesn't apply, leave it blank. Circle the answer that fits with your experience of this teacher for each item.

EXPLICIT CURRICULUM:		1	2	3
How well does the teacher teach the core subject?				
1	Teacher is prepared for class.			
2	Teacher knows his/her subject.			
3	Teacher is organized and neat.			
4	Teacher plans class time and assignments that help students to problem solve and think critically			
5	Teacher provides activities to make subject matter meaningful.			
6	Teacher is flexible in accommodating for individual student needs.			
7	Teacher is clear in giving directions and on explaining what is expected on assignments and tests.			
8	Teacher allows you to be active in the classroom learning environment.			
9	Teacher manages the time well.			
10	Teacher returns homework in a timely manner.			
11	Teacher has clear classroom procedures so students don't waste time.			
12	Teacher grades fairly.			
13	Students have learned a lot from this teacher about the subject.			
14	Teacher gives them good feedback on homework and projects so that students can improve.			
15	Teacher is creative in developing activities and lessons.			
16	Teacher encourages students to speak up and be active in the class.			

APPENDIX 3
SURVEYS



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL**



SURVEY FORMAT

Dear students:

This survey is an essential component of the research project that we are conducting, in order to obtain our Bachelor's Degree in English Language Teaching from Universidad Laica Vicente Rocafuerte. The title of it is: **“Teaching Strategies to Optimize L2 Grammar Proficiency in Sixth-grade Students at Unidad Educativa Básica Invesciencias during the School Year 2013-2014”**. All the answers will be confidential and analyzed professionally. The information provided, will help us to achieve the objectives of this project.

Thanks for your invaluable cooperation.

Directions:

Read the following questions and check your answer. Please use the following key:

1= Yes

2= A little

3= No

No.	QUESTIONS	1	2	3
1	Is English an exciting subject for you?			
2	Is your English book interesting?			
3	Do you usually pay attention to your English teacher?			
4	Do you feel happy when you play grammar games in your English class?			
5	Do you understand when your teacher speaks English?			
6	Can you ask and answer questions in English?			
7	Can you write short sentences correctly in English?			
8	Do you like to participate in the activities in your English class?			
9	Do you like to sing songs in English?			
10	Do you usually speak Spanish in your English class?			



UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL
SURVEY FORMAT



Dear teachers:

This survey is an essential component of the research project that we are conducting, in order to obtain our Bachelor's Degree in English Language Teaching from Universidad Laica Vicente Rocafuerte. The title of it is: **“Teaching Strategies to Optimize L2 Grammar Proficiency in Sixth-grade Students at Unidad Educativa Básica Invesciencias during the School Year 2013-2014”**. Please read each item carefully and choose the most appropriate answer. All the data will be analyzed professionally and the information provided, will help us to achieve the objectives of this project.

Thanks for your invaluable cooperation.

Directions: Read the statements and check your answers. Please use the following key:

1= Always

2 = Most of the time

3= Sometimes

4= Never

No.	STATEMENTS	1	2	3	4
1	You are provided with all the materials that you need to teach grammar efficiently.				
2	The number of students and the size of the classroom allow you to develop your students' grammar proficiency in a successful way.				
3	There are enough technological resources in the classrooms to teach L2 grammar successfully.				
4	You submit your lesson plans on time.				
5	During the teaching process, you present the structural items in a contextual way.				
6	The language of instruction and communication in your class is English.				
7	You implement creative activities. such as songs, games, role plays, etc to promote English grammar learning in the classroom.				
8	You praise your students when they use grammar to communicate in a correct way.				
9	You tell your students about the importance of learning grammar to communicate well in L2.				
10	You receive in-service – teacher training, to be updated on the latest TEFL, techniques to teach grammar.				

APPENDIX 4
INTERVIEW



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL**
INTERVIEW FORMAT



Dear teachers:

This interview is an essential component of the research project that we are conducting, in order to obtain our Bachelor's Degree in English Language Teaching from Universidad Laica Vicente Rocafuerte. The title of it is: **“Teaching Strategies to Optimize L2 Grammar Proficiency in Sixth-grade Students at Unidad Educativa Básica Invesciencias during the School Year 2013-2014”**. All of the answers below will be confidential and analyzed professionally. The information provided, will help us to achieve the objectives of this project.

Thanks for your invaluable cooperation.

Directions:

Read the following questions and circle the letter that corresponds to your answer.

1. Where did you learn how to speak English?

- A. At an English language academy C. At home. I learned it by myself.
B. In an English-speaking country D. At a university

2. Where did you get your professional qualifications in English language teaching?

- A. I have a Master's Degree in ELT. C. I've got a university degree in E.F. L.
B. I'm still studying to become an English teacher. D. I have a T.E.F.L. certificate

3. Have you ever been to an English-speaking country?

- A. No, I haven't B. Yes, I have.

4. What experience do you have in teaching six graders?

- A. A few months. C. more than one year
B. One year. D. I had never taught six-grade students before.

5. How long have you been working in this school?

- A. For almost one year
- B. For two years
- C. For three years
- D. For more than three years

6. What English teaching method do you use to teach children grammar?

- A. The Grammar Translation Method
- B. Total Physical Response
- C. The Direct Method
- D. The Audio Lingual Method

7. Do you update on the latest methods, techniques and approaches in E.L.T.?

- A. Always.
- B. Most of the time
- C. Sometimes
- D. I never do it, because I do not really have time.

8. How do you update on the latest methods, techniques and approaches to teach children?

- A. I take courses on- line.
- B. I attend seminars, courses or workshops.
- C. I attend congresses abroad.
- D. Honestly, I have not updated lately

9. Have you ever taken an international language proficiency exam to check your level of English?

- A. Yes, I have.
- B. No, I haven't.

10. If the previous answer was affirmative, when did you take the last language proficiency exam?

- A. 2010
- B. 2012
- C. 2011
- D. 2013

IV. PUT THE WORDS IN ORDER TO MAKE SENTENCES.

EX: backpack / red / is / My / and yellow. My backpack is red and yellow.

1. favorite / purple / is / My / color.

2. are / How / you / ?

3. aunt / isn't / Sandra / my.

4. fourteen / is / brother / My.

5. computer / on / the / Is / the / desk?

V. COMPLETE THE SENTENCES WITH THE CORRECT QUESTION WORDS: WHAT, HOW OLD, WHERE, WHO, WHY, WHEN.

EX: WHAT is your favorite number? My favorite number is five.

- | | |
|-------------------------------|------------------------------|
| 1. _____ is your grandfather? | He's at home. |
| 2. _____ do you live? | I live at 755 Hudson street. |
| 3. _____ is your best friend? | John is |
| 4. _____ is the next bus? | It's at 7:30 am. |
| 5. _____ are you? | I'm 7 years old. |

VI. CIRCLE THE CORRECT ANSWER.



I have four brothers, and they (like) / likes) different kinds of music. I (like / likes) rock music. In fact, I (doesn't like / don't like) any other kind of music. My oldest brother (doesn't like / don't like) rock at all. He (like / likes) hip-hop and pop. My youngest brother (doesn't like / don't like) any modern music.

VII. COMPLETE THE SENTENCES WITH *ME, YOU, HIM, HER, IT, US, THEM.*

EX: My brother has a lot of homework. I sometimes help **him**

1. Here's the letter. Take _____ home.
2. Here are the books. Don't forget to take _____ to the library.
3. Ricky's cousins are here. Can we invite _____ to the party?
4. Penelope Cruz is his favorite star. He really likes _____.
5. Justin Bieber is a famous singer. His fans love _____.

VIII. PUT THE WORDS IN THE CORRECT ORDER TO MAKE IMPERATIVE SENTENCES.

EX: map / at / look / the/ !

Look at the map!

1. late / be / don't / ! _____
2. down / sit / please / ! _____
3. letter / this / home / take / ! _____
4. interrupt / don't / ! _____
5. right / Turn, please / ! _____

IX. CIRCLE THE CORRECT FORM OF THE VERB IN PARENTHESES.

EX: Ana (**has** / have) a brother and two sisters.

1. Rico and Paolo (**don't have** / **doesn't have**) any sisters.
2. My aunt (**have** / **has**) only one brother.
3. Carmen (**does have** / **doesn't have**) any aunts or uncles.
4. Peter's grandparents (**have** / **has**) pets.
5. Mauro and Raul (**have** / **has**) three dogs.

X. COMPLETE THE SENTENCES WITH MY, YOUR, HIS, HER, OUR, OR THEIR.



XI. CIRCLE THE CORRECT WORD.

EX: I play / plays table tennis on Fridays.

1. We collect / collects football posters.
2. They go / goes swimming on the weekends.
3. I watch / watches TV after school.
4. You do / does track and field at your school.
5. My father takes / take me to my guitar lesson
- 6.

XII. COMPLETE EACH SENTENCE WITH THE CORRECT FORM OF A VERB FROM THE BOX.

Go play read listen to live take play watch

EX: He plays baseball.

1. Her sister _____ books in French.

2. I _____ swimming on Saturdays.
3. Amy _____ music on the bus.
4. My mother _____ the piano.
5. They _____ in Italy.

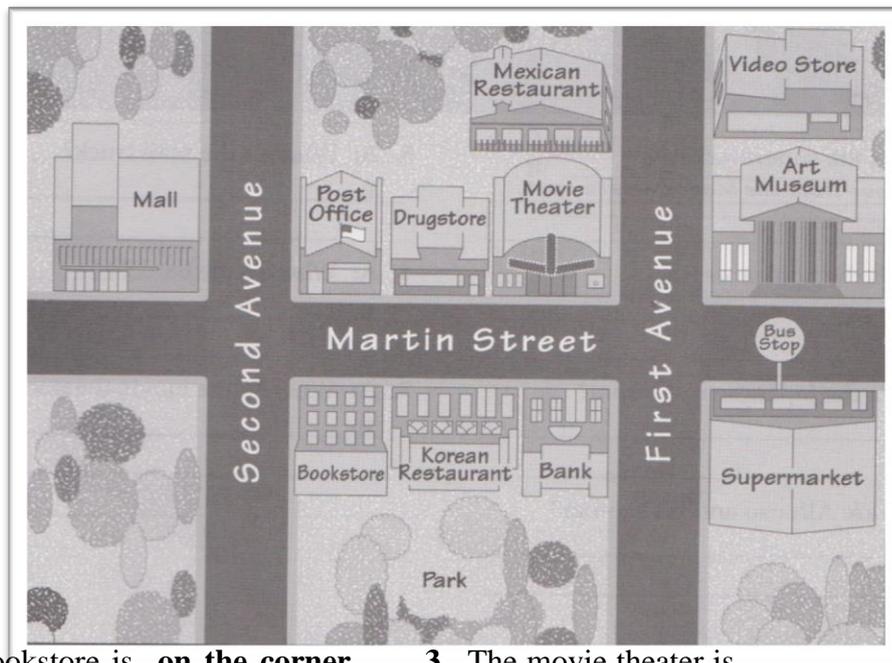
XIII. COMPLETE THE SENTENCES WITH *IS* OR *ARE*.

EX: There is a pen on the table.

1. There _____ two bathrooms upstairs.
2. _____ there a market in the classroom?
3. There _____ a TV in the living room.
4. _____ there 30 students in your class?
5. _____ there any computers in your school?

XIV. LOOK AT THE MAP. COMPLETE THE SENTENCES WITH PREPOSITIONS FROM THE BOX. USE EACH PREPOSITION ONLY ONCE.

Across from behind between ... and In front of next to on ~~on the corner~~



EX: The bookstore is on the corner of Second Avenue and Martin Street. 3. The movie theater is _____ the drugstore.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. The Korean restaurant is _____ the drugstore. 2. The drugstore is _____ the post office _____ the movie theater. | <ol style="list-style-type: none"> 4. The park is _____ the Korean restaurant. 5. The bus stop is _____ the supermarket. |
|--|--|

XV. MATCH THE QUESTIONS AND ANSWERS.

EX: Why do people like basketball?

1. Why isn't the library open?
2. Why do you like these shoes?
3. Why are you happy today?
4. Why are Chimpanzees and people similar?
5. Why are you at the hospital?

- a. Because my father is sick.
- b. Because they're fashionable.
- c. Because it's an exciting game.
- d. Because today is a holiday.
- e. Because their DNA is 98% the same.
- f. Because it's my birthday.

XVI. UNDERLINE THE CORRECT WORDS IN THE DIALOGUE.

Woman: Good morning. Can I help you? / Would you like?

Man: Yes I like / I'd like three kilos of potatoes, please.

Woman: OK. Do you like / Would you like anything else?

Man: Yes, I'd like / you'd like some bananas – a kilo, please.

Woman: Fine, That's \$6. 25, please. Do you like / Would you like a bag?

Man: Yes, please.

XVII. COMPLETE THE SENTENCES WITH THIS, THAT, THESE, AND THOSE.

EX: I don't like this book. I like that book better.

1. My pencils have erasers. _____ pencils over there don't.
2. _____ apples over there come from this tree.
3. _____ umbrella over here is the one I like best.
4. That bicycle is bigger that _____ one.
5. I love _____ shoes on the table over there.

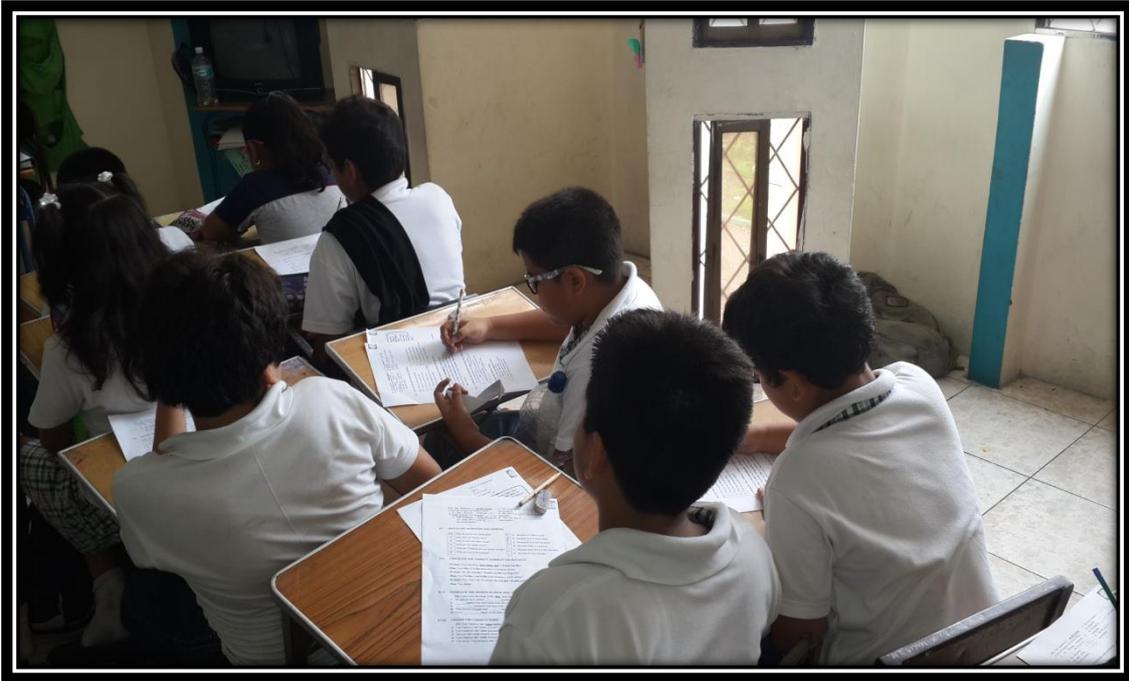
XVIII. CHOOSE THE CORRECT WORD.

EX: Can I have a / an / some apples, please?

1. Can I have a / an / **some** cookie?
2. Let's make a / an / **some** pancakes.
3. Have a / an / **some** maples syrup on your lunch.
4. Can I take a / an / **some** banana to school?
5. I'm thirsty. I'm having a / an / **some** milk.

APPENDIX 6





APPENDIX 7

UNIDAD EDUCATIVA BÁSICA INVESCIENCIAS - WEEKLY PLAN

AREA: ENGLISH AS FOREIGN LANGUAGE	2014 MAY - JUN AUG - SEP - OCT NOV - DEC	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY	NO. OF STUDENTS: 15 - 19 20 - 25 26 - 30 31 +	COURSES: KINDER PRE-KINDER 1 st . 2 nd . 3 rd . 4 th . 5 th . 6 th . 7 th . 8 th . 9 th . 10 th .
	2015 JAN - FEB	30 31	PARTIAL: 1 2 3		
TERM: 1 ST . QUI. 2 ND . QUI.					
Week:	Periods:	Subjects: ISL - Language - Reading - History - Audio			
TEACHER'S NAME:			Time:		
RECENT TOPIC WORK:			RECENT LANGUAGE WORK:		
GENERAL OBJECTIVES: Students will be able to distinguish and internalize irregular plural nouns Students will be able ask questions using what, where, how old, who, why, when. Ss. will be able to communicate orally and in written format with the use of direct object pronouns. Students will be able to describe pictures using the verb to be in simple sentences.					
ASSESSMENT: homework - Quizzes - Individual Class Work - Group work - Sub-unit tests Lesson tests - "Quimestre" Exams - Check Lists - Projects - Oral presentation - Others: _____					
MATERIALS: Board - Markets - CD player - Charts - Flashcards - Realia - Posters - Student's book - Workbook - worksheets - projector - Others: _____					
TEACHER ACTIVITY		STUDENT ACTIVITY		SUCCESS INDICATORS	
Monday: T. mimics or describe some everyday nouns T. makes a review about the nouns learnt with students with a "rain questions". Tuesday: T. presents verb to be form using real photos. T. sings a song of her favorite singer. T. display video https://www.youtube.com/watch?v=Qy jw5RzH_h4 Wednesday T. displays a journalist picture. T. stick on the board some question words. T. gives instructions for the game "The ball is mine". Thursday		Ss. Guess the nouns through mimics and description Ss. Observe and label the pictures. Ss. Work in some worksheets to place the nouns properly according the situations. Ss. Review with the teacher the nouns learnt through a game. "The dice of Nouns" Ss. Guess the name of the famous people. Ss. Observe, listen and repeat teacher commands. Ss. Guess the author of the song teacher sang. Ss. Sing a bit from their favorite song and other students have to guess the author. Ss. Listen carefully teachers questions. Ss. Discuss in pairs about journalist activities. Ss. Participate in turn to write on the board a question. Ss. Follow teacher instructions'. Ss. Work in the worksheets.		Find 10 regular and irregular nouns in the puzzle. List and label 5 regular and 5 irregular nouns. Write 5 sentences using irregular nouns. Describe orally one of the photos, according to the teacher performance. Understand the use of verb to be in real life situations. Watch the video twice and write 7 sentences you listened. Complete sentences using am, is or are. Answer the question the teacher asks. Mention all famous journalists they know and their activities. Write questions correctly. Interview others in English. Write 14 questions.	
TEACHER			ENGLISH DIRECTOR		

AREA: ENGLISH AS FOREIGN LANGUAGE	2014 MAY - JUN AUG - SEP - OCT NOV - DEC	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY	NO. OF STUDENTS: 15 - 19 20 - 25 26 - 30 31 +	COURSES: KINDER PRE-KINDER 1 st . 2 nd . 3 rd . 4 th . 5 th . 6 th . 7 th . 8 th . 9 th . 10 th .
	2015 JAN - FEB	24 25 26 27 28 29 30 31	PARTIAL: 1 2 3		
TERM: 1 ST . QUI. 2 ND . QUI.					

Week: _____ **Periods:** _____ **Subjects:** ISL - Language - Reading - History - Audio

TEACHER'S NAME: _____ **Time:** _____

RECENT TOPIC WORK: _____ **RECENT LANGUAGE WORK:** _____

GENERAL OBJECTIVES: Students will be able to distinguish the use of There is and There are
Students will be able ask questions using Why.....because?
Ss. will be able to communicate orally and in written format with the use of have / has.
Students will be able to describe pictures using the present simple.

ASSESSMENT: homework - Quizzes - Individual Class Work - Group work - Sub-unit tests
Lesson tests - "Quimestre" Exams - Check Lists - Projects - Oral presentation -
Others: _____

MATERIALS: Board - Markets - CD player - Charts - Flashcards - Realia - Posters -
Student's book - Workbook - worksheets - projector -
Others: _____

TEACHER ACTIVITY	STUDENT ACTIVITY	SUCCESS INDICATORS
<p>Monday: T. divide the board in two down middle. T. tell the students that on half of the board they are going to create a group picture. T. ask students come to the board and write in the words they know the items.</p> <p>Tuesday: T. ask students to read the questions. T. sings a song of her favorite singer. T. display video https://www.youtube.com/watch?v=Qyiw5RzH_h4</p> <p>Wednesday T. displays a journalist picture. T. stick on the board some question words. T. gives instructions for the game "The ball is mine".</p> <p>Thursday T. have students read the questions. T. ask what they notice about the picture. T. elicit that the auxiliary do or does is used</p>	<p>Ss. Guess the nouns through mimics and description Ss. Observe and label the pictures. Ss. Work in some worksheets to place the nouns properly according the situations. Ss. Review with the teacher the nouns learnt through a game. "The dice of Nouns" Ss. Guess the name of the famous people. Ss. Observe, listen and repeat teacher commands. Ss. Guess the author of the song teacher sang. Ss. Sing a bit from their favorite song and other students have to guess the author. Ss. Listen carefully teachers questions. Ss. Discuss in pairs about journalist activities. Ss. Participate in turn to write on the board a question. Ss. Follow teacher instructions'. Ss. Work in the worksheets.</p>	<p>Find 10 regular and irregular nouns in the puzzle. List and label 5 regular and 5 irregular nouns. Write 5 sentences using irregular nouns. Describe orally one of the photos, according to the teacher performance. Understand the use of verb to be in real life situations.</p> <p>Watch the video twice and write 7 sentences you listened. Complete sentences using am, is or are. Answer the question the teacher asks.</p> <p>Mention all famous journalists they know and their activities.</p> <p>Write questions correctly.</p>

TEACHER

ENGLISH DIRECTOR



UNIDAD EDUCATIVA BÁSICA INVESCIENCIAS GRAMMAR WORKSHEET



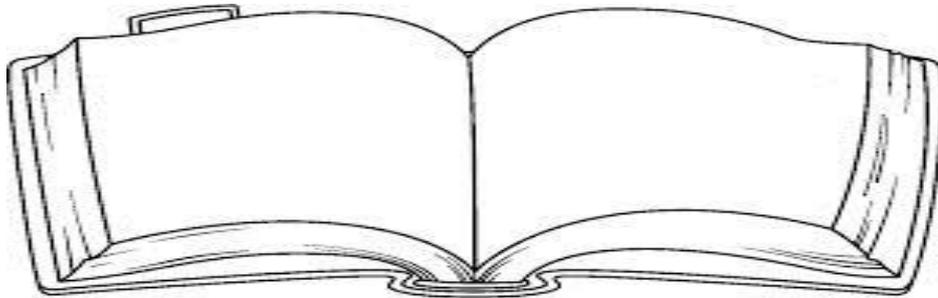
NAME: _____ COURSE: _____ DATE: _____

IMPERATIVE

- Give directions
Turn right at the corner.
- Give advice
Study hard for the test.
- Invite someone



1. LIST THE CLASSROOM RULES.



2. MATCH THE PICTURE WITH THE CORRECT IMPERATIVE.



Raise your hand.



Open the door.



Be quite.



Don't eat.



NAME: _____ COURSE: _____ DATE: _____

PRESENT SIMPLE AFFIRMATIVE



I YOU WE THEY	→	drink	→	Water.
HE SHE IT	→	drink <u>s</u>	→	Water.

1. PUT THE VERBS IN BRACKETS IN THE CORRECT FORM.

- My mother _____ (go) to work in the morning.
- John _____ (like) cookies.
- We always _____ (play) football on Saturdays.
- The boy _____ (live) in London.
- Mary and Kate _____ (go) to the cinema everyweek.
- The baby _____ (cry) all the time.

2. COMPLETE THE FOLOWING PARAGRAPH.

Mr. Lee is a bus driver. Every day he gets _____ (get) up at 7:00 a.m. and _____ (prepare) for his day. He _____ (shower), _____ (eat) his breakfast, and _____ (put) on his uniform. His wife _____ (drive) him to the station where he _____ (check) in with his supervisor. Then, he _____ (get) on Bus #405 and (start) the engine. He _____ (pull) out of the parking lot and _____ (begin) his route. At his first stop, he _____ (pick up) Mrs. At the next stop, they _____ (attend) class at Bayside Elementary. More children _____ (get) on at the next three stops, and they _____ (ride) until the bus _____ (reach) their school. Mr. Lee _____ (enjoy) seeing the kids everyday and is happy to see them again in the afternoon when he _____ (drive) them safely back home.



UNIDAD EDUCATIVA BÁSICA INVESCIENCIAS
GRAMMAR WORKSHEET



NAME: _____ COURSE: _____ DATE: _____

POSSESSIVE ADJECTIVES

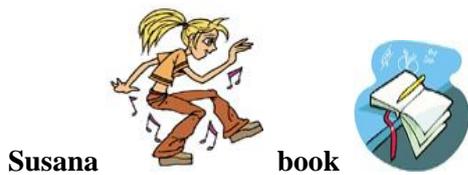


Subject Pronouns	Possessive Adjectives
I	My
You	Your
He	His
She	Her
It	Its
We	Our
They	Their

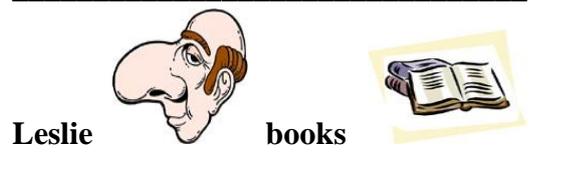
1. COMPLETE THE SENTENCES.

- I'm Marcus and this is *my* / *I* / *his* garden.
- My mother's Susan and this is *she's* / *her* / *his* hat.
- They are Robert and Adam and this is *our* / *they're* / *their* bedroom.
- He's* / *his* / *he* Marco and this is *he's* / *his* / *her* living room.
- We are Betti and Barbara and this is *our* / *their* / *my* favorite book. *My* / *it's* / *its* title is Twilight.

2. WRITE SENTENCES:



Example: She is Susana and this is her book.

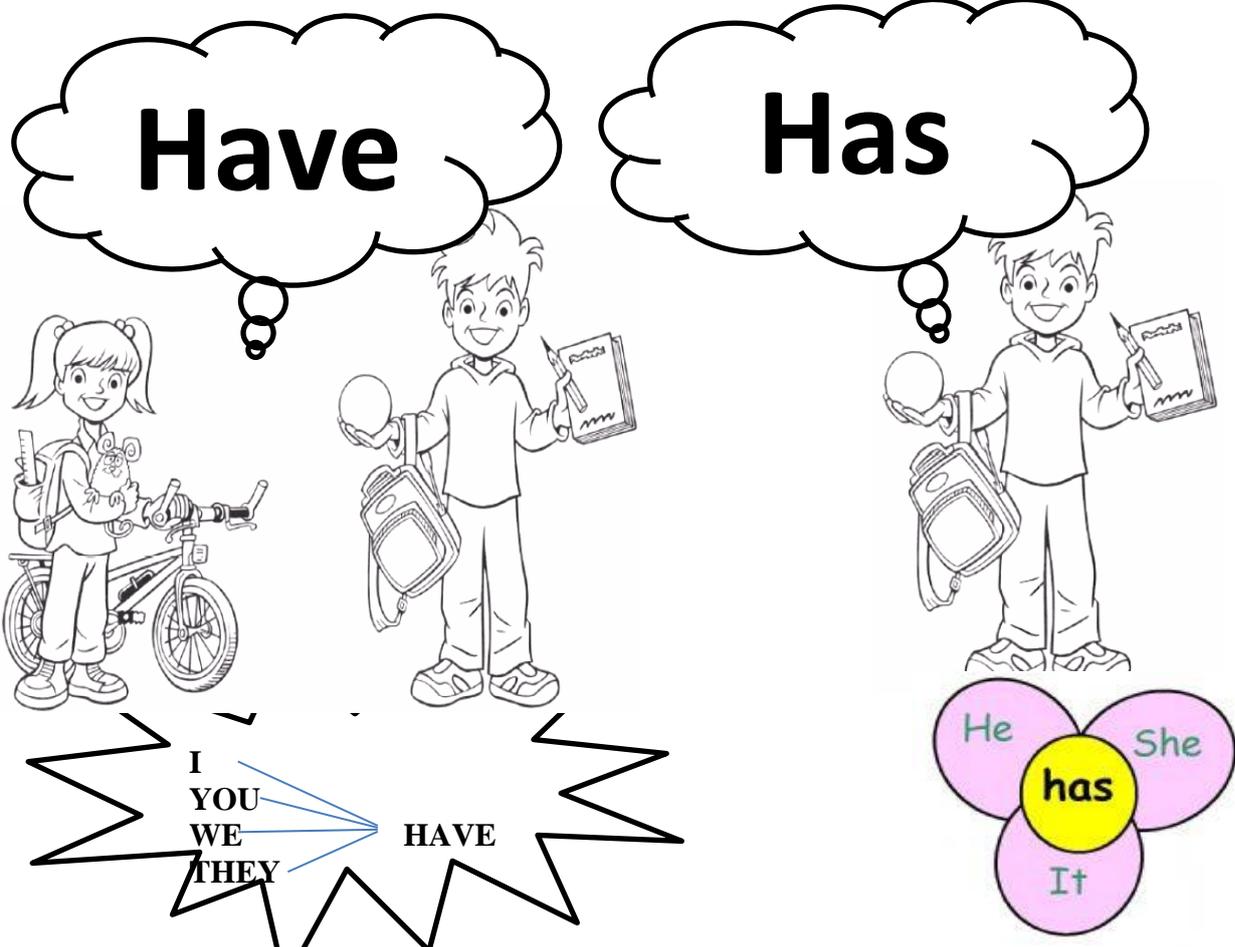




UNIDAD EDUCATIVA BÁSICA INVESCIENCIAS
GRAMMAR WORKSHEET



Name: _____ Grade: _____ Date: _____



1. COMPLETE THE FOLLOWING SENTENCES WITH *HAVE* / *HAS*.

- The boy _____ a ball.
- My sister _____ a boyfriend.
- I _____ two sisters. They _____ blond hair.
- My brother _____ a red car. It _____ four doors.

2. CHOOSE THE CORRECT OPTION.

My name is Norman. I **have** / **has** one brothers and one sister. My parents **have** / **has** a new car.

The car **have**/ **has** four doors. It **have** / **has** a new radio with a CD player.

My brother **have**/ **has** his driving license. He **have** / **has** a girlfriend so he takes her in our new car. I only **have**/ **has** a bike. I hope I will **have**/ **has** a car when I grow up.

THE DICE OF NOUNS

Topic: Nouns

Grouping Configuration: whole class

Approximate Time Involved: Up to the teacher

Materials: a cardboard dice, strips of nouns, markers, board

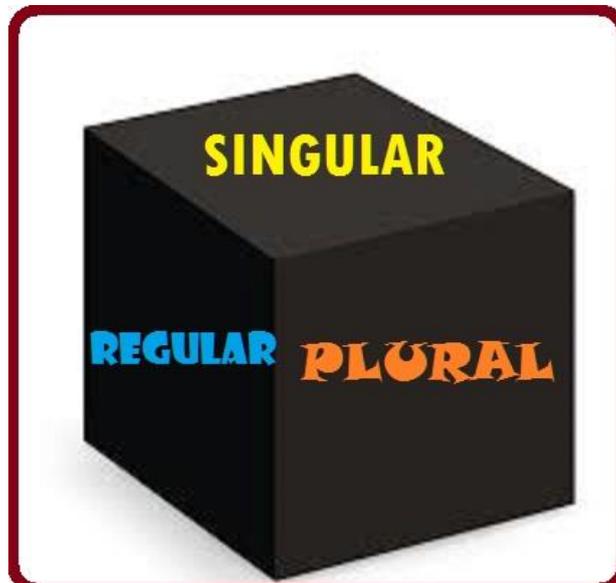
Academic Objective: Students will be able to write and read correctly sentences using, regular, irregular, singular, and plural nouns.

Game Objective: To encourage students producing right sentences.

Description:

Student rolls the dice and he/she writes a sentence using the noun showed in the dice. Once, the student had written the sentence correctly on the board, he/ she give the dice to other classmate in order to continue the activity.

If students do it correctly, they may be priced by the teacher with a candy, a sticker or claps.



Authors: Reina Chasi and Veronica Mejia



UNIDAD EDUCATIVA BÁSICA INVESCIENCIAS



GRAMMAR WORKSHEET

Name: _____ Grade: Sixth

1. Find 10 regular nouns and circle them of red, 10 irregular nouns and circle them of green.

F	Q	H	E	C	I	C	M	U	V	R	K	V	W	Q
M	A	N	S	X	F	L	U	W	A	C	A	P	T	I
L	U	Z	L	I	C	U	I	I	T	K	K	N	E	M
Z	L	R	B	X	F	Y	B	J	Z	A	U	T	F	P
K	C	H	I	L	D	R	E	N	N	P	E	E	H	S
E	S	E	E	G	Q	A	W	N	L	E	R	I	K	F
C	N	A	M	O	W	Z	E	D	F	J	F	Y	I	D
K	L	Q	K	C	A	T	E	E	T	H	K	J	D	R
J	B	F	G	W	N	N	X	T	O	O	F	W	E	I
D	X	E	Y	A	I	R	S	U	T	P	A	C	E	M
E	C	I	M	L	K	O	N	J	K	I	F	E	Q	O
J	A	N	T	E	N	N	A	E	J	K	A	G	D	U
R	J	Z	X	H	S	J	V	U	M	N	Z	K	H	S
H	X	N	J	M	V	E	G	E	S	O	O	G	L	E
L	T	O	O	T	H	O	I	F	M	N	W	V	P	C

2. List the irregular plural nouns found in the puzzle.

3. Color and identify the pictures, then write a sentences using the picture assigned.











4. Investigate on the internet, dictionaries, books or asking other 5 irregular nouns you don't know.



UNIDAD EDUCATIVA BÁSICA INVESCIENCIAS

GRAMMAR WORKSHEET



Name: _____ Grade: Sixth

1. Write am, is or are:

Hi! I Peter and this Emma. She my sister. We brother and sister. I eleven and she ten. We

from Salford. Salford near Manchester. What your name? Where

..... you from?



2. Help Lissa to introduce herself.



3. Watch the video twice and write 7 sentences you listened.



4. Create sentences with the information provided.

a. (Leonard and Mike, 25, firemen, tall, American)

b. (Patty and Brian, 12, not electrician, short, not Turkish children)

c. (Natalie and I, nurse, not tall, French)



UNIDAD EDUCATIVA BÁSICA INVESCIENCIAS
GRAMMAR WORKSHEET



Name: _____ Grade: Sixth

1. Write your own questions.

Who: _____

What: _____

What time: _____

Where: _____

When: _____

Why: _____

How much/many: _____

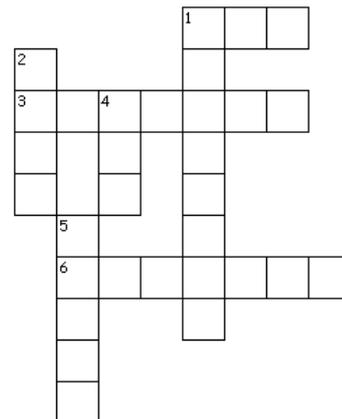
2. Crossword.

Across

- 1. Asking about people names or groups
- 3. Asking about numbers
- 6. Asking about quantities

Down

- 1. Asking about time
- 2. Asking about specific time
- 4. Asking for reasons and explanations
- 5. Asking about places



3. List 5 questions and interview an English teacher in your school.



S.: _____ ?
T.: _____
S.: _____ ?
T.: _____

THE BALL IS MINE

Topic: Question Words

Grouping Configuration: 1 group of boys and 1 group of girls

Approximate Time Involved: 20 minutes

Materials: a pillow ball, flashcards, a coin.

Academic Objective: Students will be able to ask correctly to other people using the forms learnt in class (what, when, why, how, who, where)

Game Objective: Make contrary team fail on their answers and collecting all their flashcards.

Description:

Firstly, girls and boys should be sitting per sex. After that, Teacher deliver a different flashcard to each student, any student can share others what is his/ her flashcard about.

The teacher gives 5 minutes in order each student analyzes his/ her flashcard and predict the answer of all possible questions they may be asked about his/her pictures.

By the use of a coin the teacher decides the group who will start the game.

One student passes the soft ball to other in the opposite group. Each time a student gets the ball he/she has to say aloud.. ***The ball is mine***...The student who receives the pillow ball has to show the flashcard and answer 2 difficult questions requested for the contrary team. Question must be about the picture showed. If student do not understand the questions or reply wrong, his/ her flashcard will belong to the contrary team.

In the case student who asks the questions do not formulate them right, he or she lost her/his flashcard, and it will belong to the contrary team. The ball is back to the contrary team and repeats the game.

If the interviewed student replies correctly both question, he/she has the chance to ask the ball saying .. ***The ball is mine***... and continue with the game in order to make contrary team fail on their answers and collecting all their flashcards.



Authors: Reina Chasi and Veronica Mejia