



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE EDUCACIÓN
CARRERA: CIENCIAS DE LA EDUCACIÓN MENCIÓN: INGLÉS

RESEARCH PROJECT:
APPLICATION OF TEACHING TECHNIQUES TO IMPROVE 8TH GRADE
STUDENTS' ENGLISH GRAMMAR PROFICIENCY AT LICEO CRISTIANO HIGH
SCHOOL DURING THE SCHOOL YEAR 2015 – 2016

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

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GUAYAQUIL – ECUADOR
2015-2016

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ACKNOWLEDGEMENTS

I wish to thank, first and foremost God for all His blessings, spiritual support and the most important gift He has given to me; life.

My sincere thanks also to MSc. Mario Mejia the supervisor of this work for his patience, motivation and encouragement; his guidance helped me in all the time of research and writing of this project.

Last but not least, I would like to thank all my teachers at Laica University for their constant support and excellent lectures.

DEDICATION

This research project is dedicated to my wonderful mother, the best example of love and devotion, who always encouraged me to do my best in every activity.

She has given me the strength to work hard, in order to accomplish my goals in life.

Gabriela Teresa Suasti Argudo

ABSTRACT

A common complication in T.E.F.L. classrooms at Liceo Cristiano School is the low level of English grammar proficiency in eighth – year students. Authorities and teachers are really concerned about this and have tried to find a solution to this problem, but they have not been successful. The main objective of this research paper is to demonstrate that the application of appropriate methods and techniques is one of the factors that influences the achievement of 8th year students' grammar proficiency. This research has also been conducted in order to determine: The possible factors that influence on th 8th – year students' low proficiency in English grammar in the T.E.F.L classroom, and the best ways to help them to improve their grades in English at Liceo Cristiano High School.

To validate the hypothesis, the following procedure is applied: as an initial phase, a pre-test that evaluates grammar proficiency is given to both the control and experimental group. The teaching techniques that are proposed in this study and then applied to the experimental group: 8A. Finally, a post-test is given to the control and experimental group, then, the results are compared ad evaluated.

Key words: grammar, proficiency, techniques, methods

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1. Introduction

Nowadays, English is one of the most important languages all over the world. In our country, Ecuador, there have been changes during these years in the National Educational Curriculum trying to improve the quality of teaching English as a foreign language. Additionally, English is the language of International business, and science, it is not only a subject at school; but also an essential part of our daily life.

This research project proposes the application of teaching techniques to improve English Grammar Proficiency at Liceo Cristiano High School, in Eighth Grade Students during the school year 2015 – 2016.

Teaching grammar has always been a challenge for English teachers because students usually have a lot of pedagogical needs, and they demand more interesting, dynamic activities. This research project will contribute to the development of the quality of English language teaching and the corresponding learning process. This research work has the following structure:

Chapter 1, explores the background of the research problem: its possible causes; the main and specific objectives, the rationale of the study and the scope and delimitations of it.

Chapter 2, deals with the basis of this research project, which are the learning theories and their foundation, it also includes the research questions, the hypothesis, variables and indicators, the summary and definition of terms that are used.

Chapter 3, includes the methods, techniques, instruments and resources applied to develop this research project. It also shows the research population and sample, the results and findings.

Chapter 4, deals with the problems and limitations through the development of this research project, the conclusions and the recommendations are provided.

CHAPTER I

1.1 BACKGROUND OF THE PROBLEM

This research work was developed with eighth grade students of Basic Education at Unidad Educativa Liceo Cristiano de Guayaquil, which is located on Juan Tanca Marengo and Benjamin Carrion Avenues in Guayaquil city, in the academic year 2015-2016 in order to study and analyze the causes of an educational problem that was evident: a decline in the quality of English grammar skills, often resulting in poor management of structures, lack of interest, motivation and personal commitment to develop the English Language, all of these conditions generated the necessary interest to conduct this research and find the most appropriate solutions to solve this problem.

Liceo Cristiano” is a non-profit organization which was founded in 1987, by Rev. John Jerry Smith, missionary of the Assemblies of God of North America and Senior Pastor of the Centro and Liceo Cristiano de Guayaquil.. Its activities began in April 1987 with all levels in the morning and then, in the same year the afternoon section was opened in order to provide social, educational and nutritional assistance to the students.

This school has 400 teachers and a total 4.000 students in their primary and secondary levels, with morning and afternoon sections. In the morning there are 40 classrooms, each one has 30 students. There are fifteen English teachers working in Pre - School , School and High School, in High School there are 8 teachers who work an average of 36 hours per week. Students receive 10 forty minute-periods of English a week; this is two periods every day.



Figure 1.- The Institution

This institution offers classes in the morning from Monday to Friday, they start at 7:00 am and finish at 1:15 pm.

1.1.1 MISSION OF THE INSTITUTION

The mission of the institution is the formation of children, adolescents, and young people to turn them on leaders with authentic personality and evangelizer spirit, with a pedagogical, participative model, which promotes students' abilities in the different areas.

1.1.2 VISION OF THE INSTITUTION

Their vision is to be recognized by the national and international educational community as an evangelical Christian-oriented high – level high school which exercise social, pedagogical, scientific, technological and formative leadership.

The staff in this school consist of the Principal as the main authority, the Vice principal, the Academic Supervisor, the General Inspector, the administrative staff, teachers and the maintenance personnel.

1.1.3 THE ENGLISH DEPARTMENT

In the English Department they have a Director who has the functions of: checking the different plans, exams, quizzes and class observations, she also has a meeting with all the authorities once a week, she coordinates reunions with teachers and parents if it's necessary, English Teachers get together with the area director once a month; in order to discuss different issues related to the program, the difficulties that may appear, and the solutions to the pedagogical problems in the English department.

The following are the objectives of English department:

- a) To provide a solid foundation of language in terms of developing communication skills, grammar, vocabulary and pronunciation.
- b) To develop communication skills, whether they are receptive or productive, in order to exchange information inside and outside the classroom.

c) To read different types of texts without using the dictionary or different types of sources in order to meet different cultures and ways of life to ours.

d) Be able to communicate orally and writing in real situations.

e) To use different teaching resources (dictionaries, reference books, multimedia materials, etc.) in order to seek information and solve conflicts independently.

e) To relate English to other areas of learning, creating communication situations connected with the previous knowledge of students and their environment.

f) To develop critical thinking, curiosity and creativity, developing values of respect and openness to other cultures.

1.1.4 THE TEXTBOOK

The English textbook students from 8th courses use is “In Sync 1A”, which was published by Pearson, Longman in 2011. The whole English program contains 12 units, but only half of the book, is covered by the students in the Basic Level.

The English course book, offers the language in a meaningful way, with a variety of activities for the students to practice, it also includes the objectives at the beginning of each lesson, letting students know what their learning goals are, and the learning strategies that will be applied in the English classroom.

The English Program of the school contains such pedagogical material as:

- The Textbook
- The Language Builder
- Motivator
- Two Audio CDs for the Teacher
- Teacher’s Edition with Test Master CD – Rom
- Website with downloadable activities.
- One CD Practice for the Student
- A DVD

1.1.5 FACILITIES

There is a laboratory where students can practice the language in a better way, but students are not motivated to work with the material, even if the teacher tries to apply a new technique students don’t feel confident to work or participate during the 40-minute class every week.



Figure 2. English Lab



Figure 3: Experimental Group 8th A



Figure 4: Control Group 8th B

1.2 STATEMENT OF THE PROBLEM

1.2.1 PRINCIPAL PROBLEM:

How do the teaching techniques that are used in the Area of English as a Foreign Language, in 8th grade students at Liceo Cristiano de Guayaquil High School, influence on their English Grammar Proficiency?

1.2.2 SPECIFIC PROBLEM:

What are the characteristics of the teaching techniques that are used in the Area of English as Foreign Language in 8th grade students at Liceo Cristiano de Guayaquil High School, during the school year 2015 – 2016?

1.3 OBJECTIVES: BROAD AND SPECIFIC

1.3.1 GENERAL OBJECTIVE

To contribute to the improvement of the quality of the teaching process of English as a Foreign Language in 8th grade students at Liceo Cristiano High School in Guayaquil , from a better understanding of the characteristics of the teaching techniques and their influence on the students' English grammar proficiency.

1.3.2 SPECIFIC OBJECTIVES

2. To determine the characteristics of the teaching techniques that are used in the area of English as a Foreign Language in 8th grade students at Liceo Cristiano High School in Guayaquil during the school year 2015 -2016.
3. To verify the effects of the teaching techniques that are used in the area of English as a Foreign Language on 8th grade students' grammar proficiency at Liceo Cristiano High School in Guayaquil during the school year 2015 -2016.

4. To identify the possible causes for 8th graders' students low proficiency in English Grammar at Liceo Cristiano High School in Guayaquil during the school year 2015 – 2016.

1.4 RATIONALE OF THE STUDY

During the initial phase of this work, class observations evidenced the following problems:

- a) Lack of motivation from the students.
- b) Use of traditional teaching methods.
- c) Irrelevant class activities, not suitable for the students' interests and ages.
- d) Excessive use of the native language.
- e) Poor use of English grammar.
- f) Low grades on an English diagnostic test.

Some of the factors that inspire this work are the necessity to help 8th – year students in their grammar learning process, and to contribute to the development of English language teaching in general.

Grammar is one of the most essential components of the macro skills: listening, speaking, reading and writing, therefore it turns into a powerful instrument to reach the most valuable purpose in TEFL: oral and written communication in the target language in this case.

The importance of this research project is then evident, since it purposes the application of motivating, dynamic, teaching techniques to improve 8th year students' grammar proficiency in English at Liceo Cristiano High School.

This work will benefit the students, teachers and school in the following ways:

- a) The lesson will be student-centered, much more dynamic and motivating.
- b) The students will enjoy the class activities in a nice, warm atmosphere.

The authorities of the school and parents will be happier because the application of the proposed teaching techniques will influence the students' grades in a positive way. Additionally, Liceo Cristiano High School and the English Department will keep their prestige registering more students and hiring more teachers.

1.5 SCOPE AND DELIMITATION OF THE STUDY

This research project will be conducted at Liceo Cristiano High School which is located at Juan Tanca Marengo 3.5 and Benjamin Carrion Avenue in Guayaquil Ecuador, during the school year 2015 – 2016. The target population of this study is 59 students who are registered in 8th year of Basic Education.

For research purposes the total population will be divided into two groups, which share similar characteristics in ages, interests and pedagogical needs: a control group: 8A with 27 students and an experimental group; 8B with 32 students.

The author suggests the application of pedagogical activities in the English Teaching process in order to enhance meaningful learning of basic English Grammar in Eighth Grade students at High School previously mentioned.

It's also intended to determine at the same time the effect of the teaching methods that have been previously applied on the experimental groups' Grammar proficiency.

2. LITERATURE REVIEW

2.1.INTRODUCTION

Grammar is one of the most essential components of the language skills when we are learning a foreign language, but as teachers we don't give the relevance that it has in the teaching process, we think that speaking or other issues are more important than teaching Grammar.

This chapter deals with the basis of this research project, which are the learning theories and their foundation, it also includes the research questions, the hypothesis, variables and indicators, the summary and definition of terms that are used.

2.2.THEORETICAL REVIEW

A brief review of the history of language teaching methods, provides a background for discussion of contemporary methods and suggests the issues we will refer to in analyzing them. From this historical perspective we are also able to see that the concerns that have prompted modern method innovations were similar to those that have always been at the center of discussions on how to teach a foreign language.

Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move towards oral proficiency rather than reading comprehension as the goal of language study. These changes have also reflected variety in theories of the nature of language and of language learning. Today's controversies reflect contemporary responses to questions that have been asked often throughout the history of language teaching.

English grammar was the central core in teaching English as a foreign language.

By the nineteenth century textbook compilers were mainly determined to codify the foreign language in frozen rules of morphology and syntax to be explained and eventually memorized. This approach to foreign language teaching became known as the Grammar – Translation Method.

In the mid – and late nineteenth century, in opposition to the Grammar-Translation Method, other methods gradually developed in several European countries.

Although with the emergence of the communicative approach, during the 70s, learning the English language focused on a radical change giving priority to communicative competence. In addition currently teaching grammar, turns around linguistic competence, communicative competence is displaced by, however, this kind of competition gives added value to the teaching of the grammatical system.

Teaching a foreign language has been considered a difficult task to accomplish because of the different situations individuals are exposed to in such a process. Students' different learning styles and needs, level of motivation, governmental and international policies, students and teachers' expectations availability of resources and accuracy of materials are a few examples of the multiple struggle, teachers and students have to deal with.

In the globalized world of the 21st century, the high school mission is to help students enter to a global society in order to interact, negotiate and find solutions for local and global problems. Therefore, education nowadays is no longer about transmitting knowledge; but instead, it is about teaching students how to learn and encouraging them to make their own decisions in the teaching process. In order to get students actively involved in learning, teachers should take into account their differences, plan real –life and culturally relevant activities that let them relate new information to prior knowledge, teach them effective and flexible strategies, and foster reflection and self- regulation (Vosniadou, 2001)

In this project are some antecedents for different investigations by investigators as Andréia Schurt Rauber and Gloria Gil in “ Feedback to Grammar Mistakes in EFL Classes: A Case Study “ at the Universidade Federal de Santa Catarina on magazine Brasileira de Linguística Aplicada, v. 4, n. 1, 2004.

This article presents the analysis of feedback to grammatical mistakes in two English as a Foreign Language (EFL) classrooms and how learners view this kind of correction. The data are drawn from transcripts of audio-recordings of ten classes of two pre-intermediate groups, totaling 7.5 hours of observation in each group. The two groups were taught by the same teacher, and a questionnaire was given to the learners in order to investigate their feelings about the teacher’s feedback procedure. The analysis was carried out through a sociocultural perspective and reveals that explicit correction is the most frequent type of feedback to grammar mistakes, and learners appreciate and consider the teacher’s correction highly important for the development of their language skills.”

The author demonstrated that the mistakes are in grammar as a foreign language and the students said how they felt when they received the feedback and learners appreciated and considered the teacher’s correction highly important for their language skills.

Another investigation from Universidade Federal de Santa Catarina and Universidade Estadual do Centro-Oeste by Gloria Gil and Marcia Regina and Pawlas Carazzai about Contextualizing an EFL teacher’s beliefs about grammar teaching (2007).

“This article reports on a qualitative study that focused on an EFL teacher’s beliefs and her practices concerning grammar teaching. The study aimed at investigating how the teacher’s beliefs could be contextualized with classroom data. In the first stage of data collection and analysis, an open questionnaire was given to the teacher. Then, as a means of contextualizing the beliefs found in the analysis of the questionnaire data, the second stage of data collection and analysis focused on episodes from the teacher’s classes. The analysis of the data shows that, according to this teacher, grammar teaching

should be used as a facilitative device in order to help students in their learning process. The results of this study also indicate that the teacher's beliefs are influenced by three interactive sources: cognitive, contextual and experiential.”

The authors indicated three interactive sources: cognitive, contextual and experiential as learning influences.

Another investigation about “ Teacher beliefs and practices of grammar teaching: focusing on meaning, form, or forms? By Hacer Hande Uysal and Mehmet Bardakci at Gazi University, Turkey and Gaziantep University (2014)

“Despite the worldwide curriculum innovations to teach English through meaning-focused communicative approaches over the years, studies report that most language teachers still follow transmission-based grammar-oriented approaches. It is known that the success of any curriculum innovation is dependent on teachers. Therefore, given that teaching grammar has always been a central, but problematic domain for language teachers, what teachers believe and do regarding grammar instruction is an important issue that needs to be investigated..... The results revealed that teachers predominantly prefer the traditional focus-on-forms approach, which indicates a serious clash with teachers and curriculum goals, on the one hand, and theoretical suggestions on the other.....”

In this article the teachers focus the learning a language on grammar that is necessary to connect with communicative approaches, whose results express the success of the Traditional Method.

Besides, another job of “ Study Guide For The Mastery Of Grammatical Structures And The Improvement Of The English Language Learning Of The Students Of The Tenth Year Of Basic Education Of The Manuel Cabrera Lozano High School, Extension In Motupe, Academic Year 2009 – 2010 at Universidad Nacional de Loja in Education, Art And Communication by Aguirre Torres Carlos Alberto and Garnica Narváez Julio César

They conducted interviews and observations which were applied to students and teachers of the English language. In this manner we collected information about necessities at this school.

Finally in this investigation the author considered necessary to give a guide how to teach grammatical structures mixing with another methodology grammar will improve in the teaching – learning.

ENGLISH TEACHING METHODS	ENGLISH GRAMMAR TEACHING
GRAMMAR-TRANSLATION METHOD	This method appeared in 1840 and it was used until 1940. The focus was translation of sentences, from L1 through the language learnt, vocabulary was found on a reading, for example finding and translating words, memorizing of grammar rules, in an organized and systematical way, there wasn't any attention on fluency only accuracy.
THE DIRECT METHOD	This method was created by Gouin, a nineteenth-century reformer, based on observations of child language learning to attempt to build a methodology. The focus of instructions were given in the target language, there was small interaction in class teacher-student only, there was an emphasis on grammar and pronunciation more than speech and listening and the vocabulary was taught according to the context.
SITUATIONAL LANGUAGE TEACHING	This method was used on the 20s and 30s it was beginning to use, the principal focus was: oral practice using drilling, the new structure is taught by reading and practicing in a written way, pronunciation, revision of new vocabulary to learn.
THE AUDIOLINGUAL METHOD	This method started to be used in 1928, the principal focus was: modeling of all learning by the teacher using drillings, There were many types of those like: repetition, inflection, replacement, restatement, completion, transposition, expansion, contraction, transformation, integration, rejoinder and restoration The learning of structure through the practice of patterns of sound, order, and form, rather than by explanation.

<p style="text-align: center;">COMMUNICATIVE LANGUAGE TEACHING</p>	<p>This approach appears in 1960s, it consists on: Communication more than repetition this means the student can express their likes, dislikes or feelings, the ability to use the linguistic system effectively and appropriately is the main goal, teacher motivates students to use the language in the correct way, fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context, students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings, intrinsic motivation will spring from an interest in what is being communicated by the language.</p>
<p style="text-align: center;">TOTAL PHYSICAL RESPONSE (TPR)</p>	<p>Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Grammar is thus taught inductively. Grammatical features and vocabulary items are selected not according to their frequency of need or use in target language situations, but according to the situations in which they can be used in the classroom and the ease with which they can be learned.</p>
<p style="text-align: center;">THE SILENT WAY</p>	<p>In this method, the class is ss –t – ss, but all the activities are centered in what learners need to be learnt, The general objective of the Silent Way is to give beginning level students and aural facility in basic elements of the target language. The goal set for language learning is near-native fluency in the target language and correct pronunciation and mastery of the target language emphasized.</p>
<p style="text-align: center;">COMMUNICATIVE LANGUAGE LEARNING</p>	<p>This method had an interesting reaction in the 1970s, there were two main principles: the first is that language is not just patterns of grammar with vocabulary items slotted in, but also involves language functions such as: inviting, agreeing, suggesting, etc, which students should learn how to perform using a variety of language exponents, the second one is that students get enough exposure and opportunities for language use, and when they are motivated they can communicate real messages and not just grammatically controlled language.</p>

<p style="text-align: center;">THE NATURAL APPROACH</p>	<p>Natural Approach adopts techniques and activities freely from various method sources and can be regarded as innovative only with respect to the purposes for which they are recommended and the ways they are used, it is suggested to use TPR by doing simple commands and adding the teaching of different things from context and also the conversations are in a real way, so students can apply the language according to the context.</p>
<p style="text-align: center;">SUGGESTOPEDIA</p>	<p>Suggestopedia is a specific set of learning recommendations derived from Suggestology, which Lozanov describes as a "science . . . concerned with the systematic study of the nomational and or nonconscious influences" that human beings are constantly responding to (Stevick 1976: 42). Suggestopedia tries to harness these influences and redirect them so as to optimize learning. The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher.</p>

Table 1 English Teaching Methods and Grammar Teaching

From: Approaches and Methods in Language Teaching by Jack Richards

From the past through now, Grammar has been taught in different ways. In the following chart the methods and approaches, the teaching ways and grammar focus are shown.

According to all of the information provided, during the years, the methods for teaching have changed beginning with drilling and teacher-centered class, nowadays it is more student-centered class, and it will continue changing in the future.

2.3. CONCEPTUAL FRAMEWORK

For most people, the essence of language lies in grammar. When someone is said to “lack skills in language”, what it sees as the declining standard of English, they are generally referring to an actual or perceived

failure in the ability of individuals to express themselves grammatically. It is therefore fitting that this exploration of language should begin with an examination of the notion of grammar and grammaticality.

2.3.1 GRAMMAR DEFINITION

Notions of grammar and grammaticality have changed over the years. Early last century, Cobbet wrote :

Grammar.... Teaches us how to make use of words; that is to say, It teaches us how to make use of them in the proper manner....to be able to choose the words which ought to be placed, we must be acquainted with certain principles and rules; and these principles and rules constitute what is called Grammar. (1819)

Twenty – five years after Cobbet’s pronouncement, a grammar for schools appeared that reinforced the notion that grammar had principally to do with correctness. Published in 1856, the English Grammar for the Use of Schools asserted that the object of English Grammar was to teach those who use the English language to express their thoughts correctly, either in speech or writing.

From an analysis of the structure of a language, either as encountered in a corpus of speech or writing (a performance grammar) or as predictive of a speaker’s knowledge (a competence grammar) was made also a concept of grammar in a level of structural organization which can be studied independently from phonology and semantics.

Another meaning is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language by (Richards, Platt and Weber, 1985)

Grammaticality is the conformity of a sentence or part of a sentence to the rules defined by a particular grammar of the language. The most comprehensive recent conceptualization of grammar has been provided by Larsen – Freeman (1995). She sees grammar as higher – order concept within

linguistics, arguing that it has three interrelated dimensions : form meaning and use. Her model thus attempts to integrate three aspects of linguistics that have traditionally been kept separate: syntax (study of form), semantics (the study of meaning) and pragmatics (the study of use) for this grammar has a relationship with the vocabulary.

2.3.2 SYNTAX AND MORPHOLOGY

“Grammar is concerned with how sentences and utterances are formed. In a typical English sentence, we can see the two most basic principles of grammar, the arrangement of items (syntax) and the structure of items (morphology)

I gave my sister a sweater for her birthday.

The meaning of this sentence is obviously created by words such as gave, sister, sweater and birthday. But there are other words (I,my,a, for, her) which contribute to the meaning, and, additionally, aspects of individual words and the way they are arranged which enable us to interpret what the sentence means. (Ronald Carter and Michael McCarthy, *Cambridge Grammar of English: A Comprehensive Guide*. Cambridge Univ. Press, 2006)

2.3.3 VOCABULARY AND GRAMMAR

Vocabulary is more than lists of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact , it is possible to divide the lexical system of most languages into “ grammatical words “ , such as prepositions, articles, adverbs, and so on, and content words. The “ grammaticality “ of vocabulary also manifests itself in word morphology, that is, the grammatical particles that we attach to the beginning and ends of words in order to form new words.

Vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group; those with particular focuses of experience or activity. A lexicon, or vocabulary, is a language's dictionary, its set of names for things, events, and ideas.

Lexicon influences people's perception on things. Thus, Eskimos have several distinct words for different types of snow that in English are all called snow. Most English speakers never noticed the differences between these types of snow and might have trouble seeing them even if someone pointed them out. Eskimos, on the other hand, recognize and think about the differences in snow that English speakers do not see because our language gives us just one word. English speakers can also elaborate their snow and cattle vocabularies when the need arises.

2.3.4 TEACHING VOCABULARY

There is any way in which we can encourage students to really learn a word. We will look at :

- ❖ Active and Passive
- ❖ Interaction with words

Vocabulary is one of the things that students have been taught or learnt and which that are expected to be able to use. Active vocabulary refers to words which the students will recognize when they meet them but which they will probably not be able to use. On the other hand, passive vocabulary refers to words which the students will recognize when they meet them but which they will probably not be able to produce.

This distinction becomes a bit blurred, however, when we considered what "knowing a word" means and when we consider the way students seem to acquire their store of words.

2.3.5 THE STATUS OF VOCABULARY WITHIN THE CURRICULUM

In term of the subsystems of language, in most language teaching approaches, vocabulary has played second fiddle to grammar. This was particularly true during the days when structural linguistics and audiolingualism were at their most popular. Proponents of audiolingualism argued that foreign language learning would be most effective if learners concentrated their efforts on mastering the basic sentence patterns of the language. Once these patterns had been memorized, new vocabulary could be “ slotted in “

In recent years, the teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. This is partly due to the influence of comprehension – based approaches to language development, partly due to the research efforts of influential applied linguists (see, for example , Carter and McCarthy (1988) , and partly due to the exciting possibilities opened up by the development of computer - based language corpora (Sinclair and Renouf 1988)

Another aspect of vocabulary learning is that, unlike the acquisition of other aspects of language (particularly pronunciation) , it does not seem to be impeded by age. In fact Rivers (1983) argues that, in contrast with other aspects of language, the ability to learn new vocabulary appears to get easier as one gets older.

2.3.6 GRAMMAR AND EDUCATION

Grammar is taught in primary school (elementary school)). The term “grammar school “ historically refers to a school teaching Latin grammar to future Roman citizens, orators, and, later, Catholic priests. In its earliest form, "grammar school" referred to a school that taught students to read, scan, interpret, and declaim Greek and Latin poets (including Homer, Virgil, Euripides, Ennius, and others). These should not be confused with the related, albeit distinct, modern British grammar schools.

Recently, efforts have begun to update grammar instruction in primary and secondary education. The primary focus has been to prevent the use of outdated prescriptive rules in favor of more accurate descriptive ones and to change perceptions about relative "correctness" of standard forms in comparison to non-standard dialects.

2.3.7 THE ROLE OF GRAMMAR IN THE TEACHING OF WRITING

For the learning process, it is necessary to know the foreign language grammar, specially when we are writing a paragraph, because it is necessary to have coherence, accuracy and the message need to be clear for the other person who reads.

The following quote is about teaching our students how to use grammar in writing:

"We would aim at a program embracing deep and wide knowledge of grammar as highly useful, perhaps proclaiming that ignorance of grammar is far more limiting than knowledge, that it creates a vacuum within which dysfunctional prescriptive norms are enforced. We would aim for a program that values home languages as the foundation for the evolution of a highly effective writing voice. What our students know already is much too deep to be taught, and we cannot afford to foster distrust. We need to get down to the business of helping them put that fine instrument to work in the creation of a range of effective texts, using a conscious understanding of language as an important adjunct in that process"

(Martha Kolln and Craig Hancock, "The Story of English Grammar in United States Schools." *English Teaching: Practice and Critique*, Dec. 2005).

For many years English teaching developed a traditional method through the time another way to teach and learn the second language appeared. The most articulate examination of humanism and experimental learning in relation to language education is provided by Kohonen (1992), who argues that the experiential model offers " potential for a learning atmosphere of shared partnership, a common purpose, and a joint management of learning"

2.3.8 COMPARISON OF TRADITIONAL, EXPERIMENTAL AND EDUCATIONAL MODELS

Dimension	Traditional Model Behaviorsm	Experiential Model Constructivism
1.- View of learning	Transmission of knowledge	Transformation of knowledge
2.- Power relation	Emphasis on teacher's authority	Teacher as " learner , among learners "
3.- Teacher' s role	Providing mainly frontal instruction ; professionalism as individual autonomy	Facilitating learning ,collaborative professionalism
4.- Learner's role	Relatively passive recipient of information ; mainly individual work.	Active participation, largely in collaborative small group.
5.- View of knowledge	Presented as " certain" application problem-solving	Construction of personal knowledge, identification of problems
6.- View of curriculum	Static , hierarchical grading of subject matter, predefined content and product	Dynamic , looser organization of subject matter, including open parts and integration.
7.- Learning experiences	Knowledge of facts, concepts and skills, focus on content and product.	Emphasis on process, learning skills, self – inquiry, social and communication skills.
8.- Control of process	Mainly teacher – structure learning	Emphasis on learner; self – directed learning
9.- Motivation	Mainly extrinsic	Mainly intrinsic
10.- Evaluation	Product oriented achievement testing , criterion - referencing	Process oriented , reflection on process, self-assessment, criterion – referencing

Table 2 Comparison of traditional, experimental and educational models.

From : Second Language Teaching and Learning by David Nunan

In order to have a wider view of these educational models, the following terms will be described.

Teaching .- This word has a countless number of idiomatic applications which makes impossible to summarize in a definition only its whole meaning. Several philosophers, didactics and specialists in education have intended to give completed definitions about teaching, but it only has caused large discussions not only in relation with what is teaching, but also about how to teach and the content of that teaching.

In this work the following statement, will be quote which is only one of the several concepts given to this term: “Teaching is the process to communicate or transmit specific or general knowledge about a subject”

So that, both teaching as well as learning requires of a communicator teacher; who must communicate emotions, feelings, knowledge, attitudes

Technique: is the level at which classroom procedures are described. They are the specific activities manifested in the classroom, they are consistent with a method and therefore in coherence with an approach as well.

Teaching technique.- Education, like almost every other area of our society, has evolved in leaps and bounds in recent years. Traditional teaching techniques, based mainly on a teacher explaining a topic and students *taking notes*, may still be useful on occasion, but education today revolves more around encouraging the student to awaken their curiosity and desire to learn.

A number of different teaching techniques have emerged due to this change in education. Many of these teaching techniques are not actually new however! The use of technology in the classroom has simply given education a new lease of life allowing us to approach old ideas in new ways.

Outlined below are some popular teaching techniques that have arisen from the integration of technology in education.

The teaching process is a more complex activity of that we generally know, because the pedagogical act can be analyzed from different points of view: the explicit (observable data), and the implicit (that is not observable). In the last one they are shown the unconscious meanings of teaching such as ideology which acts from the hidden. At the same time, teaching can be understood from levels of comprehension, e.g. epistemological, pedagogical, institutional, sociological, psychosocial, and so on.

The teaching act is also called “didactic act” and its elements are a subject who teaches and other who learns; a content which is transmitted and must be learnt, a strategy that allows learning and the educator’s activity during that process.

During the learning process, it is important to consider teenagers as a fascinating group of individuals that are experimenting changes, copying and learning to think in an abstract way, they are trying to establish their identity and learning who they are, they also need to be motivated every time because more from their family or teachers they need their friends acceptance.

As teachers, we need to remember that today’s classes are not the ones like 20 years ago, in the classroom we have mix- ability students where we can find different learning styles, multiple intelligences and other issues that they present during the class.

2.3.9 LEARNING STYLES

Every student has an individual way of understanding, processing, and remembering new information. Teachers should be aware of different learning styles and try to include different teaching techniques to appeal to each style.

One way to understand individual learning styles is to focus on the senses: seeing (the visual sense), hearing (the auditory sense), or doing (the kinesthetic sense).

Visual learners prefer to learn a new language when it is contextualized in pictures, graphs, diagrams, and charts. When recording

vocabulary, they will benefit from word maps rather than lists. These students can also be helped if the teacher uses expressive gestures in class. They enjoy acting and learning language that allows them to imagine a scene in their minds.

Auditory learners need to hear new languages as part of the process of learning them. They respond well to stories, poems, anecdotes, and jokes told by the teacher. They like hearing conversations and texts rather than reading them. Discussion with other students and teachers is important for these students. They will also enjoy songs and music in the class as well as frequent use of recorded material.

Kinesthetic learners process new information best by doing something active with it rather than learning through an academic approach. They enjoy repetition, discussing, applying new language to real-life situations, and explaining it to others. They tend to like pair and group work. They also like to get up and move around rather than stay still in their seats. The emphasis for these students should be on doing and using, rather than studying their books. In addition to the sensory preferences of learners, individuals also have preferences related to the way they think (cognitive style).

Reflective learners prefer to think about new information quietly first. They often prefer to work alone and can dislike pair and group work.

Sensing learners like learning facts, are good at getting details and memorizing. They often dislike complications and surprises.

Intuitive learners often prefer to discover rules and like guessing meanings of new words. They can be good at understanding new concepts. They like innovation and don't like repetition and memorization exercises.

Verbal learners get more out of words and respond well to written and spoken explanations. They like to see words written on the board and enjoy reading and listening.

Sequential learners understand new information in logical steps. They perceive the details well but may not see the overall idea quickly. They respond

well to clearly laid- out pages with numbered sequencing of exercises.

Global learners tend to learn in large chunks, getting the “big picture” first before they see the details. The details may not be clear in their minds even after understanding the general idea.

Pat Mugglestone, Ingrid Freebairn, Jonathan Bygrave & Judy Copage (Eds),(2011), In Sync 1, Pearson, Lomgman

2.3.10 MULTIPLE INTELLIGENCES

Recent work on the concept of intelligence has focused on a multiple view. According to theory of multiple intelligences, students have a range of intelligences rather than just one measurement of IQ (intelligence quotient). Intelligences can be stimulated and developed through a varied and motivating syllabus. The intelligences are:

- a) **Linguistic:** an aptitude for language
- b) **Musical:** an aptitude for music
- c) **Kinesthetic/Spatial:** an aptitude for physical activity and spatial orientation
- d) **Intrapersonal:** an aptitude for personal reflection and a high degree of self-awareness
- e) **Interpersonal:** an aptitude for interacting socially and professionally with others
- f) **Mathematical/Logical:** an aptitude for mathematics and logical analysis
- g) **Visual:** an aptitude for visual appreciation and expression such as art, photography, etc.
- h) **Naturalistic:** an aptitude for understanding and working with the natural world, such as animals and the environment.

Pat Mugglestone, Ingrid Freebairn, Jonathan Bygrave & Judy Copage (Eds),(2011), In Sync 1, Pearson, Lomgman

2.3.11 TECHNIQUES

Based on all these aspects, the following teaching techniques were considered to improve English Grammar in the class:

A) GET THE STUDENTS “INVOLVED”

Learning sentence structure and word use with boring textbook examples is just that, boring. Instead, teachers should use real-life examples to draw the students in. Use the students' actual names and pair them with objects around the classroom. It is also a good idea to bring in popular local hangouts to get the students even more involved. For example, instead of “Tom and Jill went to the park to play.” use “Morgan and Olivia went to Herfy's Burgers to get lunch.” It can also help for a teacher to point out real-life situations in which the students will need the grammar skills they are learning, like on a job resume or project proposal.

B) SONGS

If we use them appropriately in the class, they can be very useful, apart from increasing the vocabulary, students can learn some word contractions, also they can practice pronunciation and different parts of speech in another way.

It can be a challenging activity for them at the beginning, but later after listening many times, they would like it and practice it any time they want even at home. Teachers need to be careful about choosing the appropriate song in the class, it can be used like discussions with easy questions for students to answer.

C) GAMES

They are used to introduce important topics in the class, students like them because apart from learning they have fun; by practicing the foreign language in another way that is not the common one.

In games like: Hot Potato, students can practice different sentence formation exercises and in TIC- TAC TOE they can learn different tenses and review sentence word order.

D) COLLECTIVE SENTENCES

Call on students one by one to provide a word for a sentence. For example, the first student might say "my." The second student might say "mother." The third might say "told," and so on. After the students form a few coherent simple sentences, encourage them compound and more complex sentences. Allow students to offer punctuation marks as well, such as commas or semicolons. Record all of their sentences on the board, and address all grammar and syntax issues so that the class understands why certain constructions might be incorrect.

E) CONTESTS

Most people are competitive by nature, especially high school students. Teachers should take advantage of this trait by creating games that help the students learn the different grammar rules. Some ideas are to create a Jeopardy-type game, with simple questions and answers. Another idea is to have chalkboard races, where the class is divided into two teams that race each other to properly write out sentence diagrams. Teachers could also have sentences prepared that do not have any punctuation in them, and the students have to compete against each other to see who can properly punctuate the sentences the fastest. Each contest should have a prize of some sort to make it more motivating for the students. This can be something tangible, such as candy or soda, or it can simply be extra credit points or a pass to get out of a homework assignment.

2.3.12 USING NEW TECHNOLOGY

Teenagers are surrounded nowadays by technology, they can use it with ease and efficiency, this world where they live have: sounds, images, words and ideas and comes every moment to them. They know how to surf on the Internet, texting, listening to music, and watching TV all of these at the same time.

Also, this tool gives them contact with their peer group, often this is the most influential group of their life. The need to appear cool and be accepted by this group can often be a strong motivating force.

Teaching practice has differences points of view for example constructivism which 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.

To work in the classroom all the techniques mentioned you need to consider:

Pair work: It is important for practice a foreign language, because it increases the students' practice dramatically.

Cooperative pair work: This helps to build confidence in less proficient learners as well as allowing rehearsal before giving answers in front of the whole class.

Group work: It can provide an opportunity for less proficient or shy students to practice without fear or embarrassment. Groups can also be used for cooperative work. It is useful for certain kind of activities like: role plays, discussions and questionnaires)

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them.

In fact, there are many pedagogies that leverage constructivist theory. Most approaches that have grown from constructivism suggest that learning is accomplished best using a hands-on approach. Learners learn by experimentation, and not by being told what will happen. They are left to make their *own*, discoveries and conclusions. It also emphasizes that learning is not an "all or nothing" process but that students learn the new information that is presented to them by building upon knowledge that they already possess. It is therefore important that teachers constantly assess the knowledge their students have gained to make sure that the students' perceptions of the new knowledge are what the teacher has intended.

Teachers will find that since the students build upon already existing knowledge, when they are called upon to retrieve the new information, they may make errors. It is known as reconstruction error when we fill in the gaps of our understanding with logical, though incorrect, thoughts. Teachers need to catch and try to correct these errors, though it is inevitable that some reconstruction error will continue to occur because of our innate retrieval limitations.

In most pedagogies based on constructivism, the teacher's role is not only to observe and assess but to also engage with the students while they are completing activities, wondering aloud and posing questions to the students for promotion of (DeVries et al., 2002). (ex: I wonder why the water does not spill over the edge of the full cup?)

Teachers also intervene when there are conflicts that arise; however, they simply facilitate the students' resolutions and, with an emphasis on the conflict being the students' and that they must figure things out for themselves. For example, promotion of literacy is accomplished by integrating the need to read and write throughout individual activities within print-rich classrooms. The teacher, after reading a story, encourages the students to write or draw stories of their own, or by having the students reenact a story that they may know well, both activities encourage the students to *conceive themselves* as reader and writers.

2.4. RESEARCH QUESTIONS

The main research questions to be addressed is the following:

- a) What are the best pedagogical methods to improve 8th graders' Grammar proficiency al Liceo Crsitiano High School in Guayaquil during the school year 2015 – 2016?

- b) What are the characteristics of the teaching techniques that are used in the area of English as a Foreign Language, to improve 8th grade students Grammar Proficiency at Liceo Cristiano High School in Guayaquil during the school year 2015 -2016?

2.5. HYPOTHESIS

The application of teaching techniques is one of the factors that influences 8th grade students' Grammar proficiency al Liceo Cristiano High School in Guayaquil.

2.5.1 NULE HYPOTHESIS

The application of teaching techniques is not one of the factors that influences 8th grade students' English Grammar Proficiency at Liceo Cristiano High School in Guayaquil.

2.6. VARIABLES AND INDICATORS

This table shows the variables, definition, indicators and instruments of evaluation that were used in this research.

Variables	Definition	Indicators	Instruments
<u>Independent</u> Application of Teaching Techniques	Different pedagogical activities that the teacher implements in the classroom, in order to reach the instructional goals.	* Teachers' academic preparation. * Teachers' experience. * Teachers' performance in class..	Student Survey. Class Observation
<u>Dependent</u> English Grammar Proficiency	A specific behavior or skill demonstrated, concerning to the correct use of Grammar.	* Appropriate use of grammar in students' oral or written expressions.	Pre – Test Post - Test Students Grades .

Table 3 Independent and Dependent Variables

2.7. DEFINITIONS OF TERMS

Approach:	Set of correlative assumptions or theories, dealing with the nature of language teaching and learning.
Grammar:	The structural foundation of our ability to express ourselves.
Learning:	Measurable and relatively permanent change in behavior through experience, instruction, or study.
Instructional	
Goals:	A statement that describes, in general terms, what learners should be able to DO forever after experiencing a distinct unit of instruction.
Method:	A procedural an overall plan, for the orderly presentation of language materials.
Procedure :	It is a step-by-step measure to execute a method.
Proficiency:	Specific behavior or skill demonstrated by consistently superior performance, measured against established or popular standards.
Teaching:	Something that is taught : the ideas and beliefs that are taught by a person, religion, etc.
Technique:	It actually takes place in a classroom, it is a particular trick, stratagem or contrivance used to accomplish an immediate objective, it must be consistent.
T. E. F. L:	Teaching English as a Foreign Language
Step:	One of series of actions that you take in order to achieve a particular goal.

2.8. Summary

Current education in the field of second language teaching requires some changes in the way people think and work on application of teaching techniques. These changes would involve the implementation of new strategies for students, as well as for teachers.

Nowadays, our students play more active roles in the classroom, they are more involved in their own process, and teachers need to be aware of how important it is to help learners to identify and use proper learning strategies, so that they can make their own decisions regarding what to learn and how and become self-directed learners. In this sense this research was designed to encourage students to become self-directed learners as well as improve their English grammar proficiency through the direct instruction of teaching techniques strategies such as prediction, text structure and visualization.

Therefore, the development of skills is a vital starting point that requires to be explored, since grammar may certainly influence the other skills. Hence, it is necessary to provide students with strategies that help them overcome teaching techniques difficulties and improve their skills through the appropriate application of these strategies.

CHAPTER III

3.- RESEARCH METHODOLOGY AND FINDINGS

3.1.- METHODS AND TECHNIQUES

The study level of the quantitative approach of this research paper was exploratory, descriptive and correlational.

Exploratory because, it attempted to provide information about how students can learn grammar in a better way and to find out the causes for the pedagogical complications in the classroom, issues that are also related to human behavior. Descriptive, since it described situations and events in the classroom, it also interpreted the information that was obtained through the research instruments and correlational because the main goal was to establish the relationship between the independent and dependent variables of this work.

This is also an experimental research because of the following reasons:

A.- Two groups with similar characteristics such as: ages, interests and learning styles were chosen, they would be called “experimental” and “control”. A pretest was given to both groups. After this, the independent variable was activated in the experimental group: the proposal of this of this was applied to them. Finally, a post test was given to both groups, these results were evaluated.

The data was obtained applying the following instruments:

A class observation form, a survey which was given to the research population: 58 eighth – grade students at Liceo Cristiano High School, a pretest and a posttest which were applied to both the control and the experimental groups in order to test the research hypothesis.

All of these steps of the scientific method were followed:

A) First of all, by observation, a pedagogical problem related to TEFL was detected in the class: The students’ low proficiency in English grammar.

- B) Then the research questions about the characteristics of the problem were formulated.
- C) Afterwards, background research was conducted.
- D) After this, the research hypothesis was formulated. This research hypothesis was studied, evaluated and validated, by the application of a pretest and a posttest.
- E) Finally, by using the instruments that were previously described, valuable information was obtained, analyzed and interpreted which led the author to the final conclusions and recommendations.

3.2. RESEARCH POPULATION , SAMPLE, AND SETTING

This research project was conducted at Liceo Cristiano High School in Guayaquil Ecuador. The research population was fifty eight students who were registered in 8th grade of Basic Education at the institution above mentioned. For research purposes, this population was divided into two groups: 8th grade A which would be considered as the control group with 27 students, and 8th B as the experimental group with 30 students.

3.3.- RESEARCH INSTRUMENTS

3.3.1 A CLASS OBSERVATION FORM

This observation was made following the standards of the English department of the institution where this research was conducted; the main purpose of it was to detect possible pedagogical problems in the classroom, and to have clear ideas about the teacher's performance in the classroom.

3.3.2 A SURVEY FOR THE STUDENTS

This survey was given to eighth grade students. It included 9 items, with a specific purpose: to analyze different aspects concerning to the teaching process such as motivation, comprehension, practices in the class, types of interaction and their opinions.

3.3.3 PRE – TEST AND POST TEST

The pre-test and the post-test had the same content but they were applied to the students in different moments, they included 30 items and their purpose was to find out possible weaknesses and strengths in the pupils.

Additionally, the same results would be used to test the hypothesis: that is to determine the influence of the independent variable on the dependent variable.

3.4.- RESULTS FINDINGS AND ANALYSIS

3.4.1 RESULTS AND ANALYSIS OF THE CLASS OBSERVATIONS

During the class the following items were evaluated:

- a) **Teacher seems prepared and moves smoothly from one place to another.-** During the observation, the teacher didn't move to any place to check or monitor what students were doing.
- b) **Teacher follows weekly plan.-** The teacher gave the plan, but some activities were not included there..
- c) **Chairs are appropriately arranged for the task.-** All the chairs were arranged in the same form even the teacher changes to pair or group work.
- d) **Board work and visuals are clear, organized and efficient.-** To explain the vocabulary part, teacher didn't use any clear visual and the board didn't have: the date, the objective and the name of the class.
- e) **Teacher contributes to a generally positive atmosphere.-** For moments during the observation, the teacher didn't give a positive atmosphere to the class, even to the students for moments, they fell bored.
- f) **Teacher motivates students' participation.-** In this point, the class get bored because the teacher didn't encourage to students to answer any question, or participate more actively in the class.

g) Teacher provides opportunity for more Ss talk than T talk.

Some students didn't want to talk even the teacher encourage them because the class was more teacher-centered.

h) Errors managed appropriately.- Were students talk in groups on pairs, teacher didn't do in a general sometimes she embarrassed some of them for the errors they committed,

i) Teacher uses questions that get students talking.- Only at the beginning of the class, teacher use a question to introduced it, during the observation it didn't occur again.

j) Teacher offers appropriate feedback.- In this part, for pass to another activity, the teacher gives to the students the appropriate feedback.

k) Teacher checks understanding.- In some activities teacher forgets to check what students are going to do: reading, listening, matching, etc

l) Teacher speaks English adequately.- Sometimes students use phrases not adequated to the level of the students.

m) Effective group / pair work is evident.- Not much evidence of pair or group work.

n) Instructions are clear and brief and explanations are effective.

Teacher gave clear instructions to students, but some of them decided not to work.

o) Teacher treats students with respect.- Teacher when she wants to talk to the students, she respect each because of the differences we have.

The class observation evidenced the following problems:

There were not suitable teaching materials in the classroom; the lessons did not meet the expectations of students.

The teacher was not prepared, she did not use teaching materials appropriately to construct the students' knowledge, as a result the students

were not interested in learning the target language and they were reluctant to take part in class activities.

Additionally, the students couldn't make either basic sentences in English or use them appropriately.

The lack of interesting dynamic activities in the classroom affected the development of the students' critical thinking skills in the target language, consequently, meaningful learning didn't take place.

Another complication that affected the teaching process of the English language was the excessive number of students in the classroom, the teacher felt frustrated because she could not implement the pedagogical activities, it was difficult to apply new techniques, indiscipline cases appeared, consequently the students' grades in English were no so good.

3.4.2 RESULTS AND ANALYSIS OF THE SURVEYS

SURVEY FORMAT A

RATING SCALE:

1. Yes

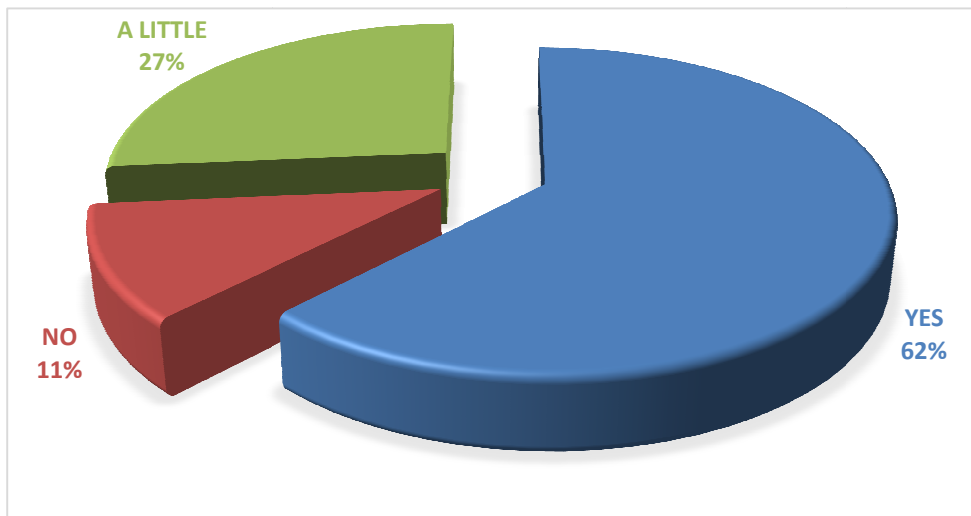
2. No

3. A little

QUESTION No 1

DO YOU ENJOY LEARNING ENGLISH?

Description	Frequency	Percentage
1.- Yes	33	64%
2.- No	6	11%
3.- A little	14	27%
Total	53	100%



Pie Chart 1

In spite of the complications in the classroom which were evident in previous class observations, 62% of students enjoy learning English, 27% of them state that they enjoy it a little and 11% say they don't like it at all.

QUESTION No 2

IS YOUR ENGLISH CLASS INTERESTING?

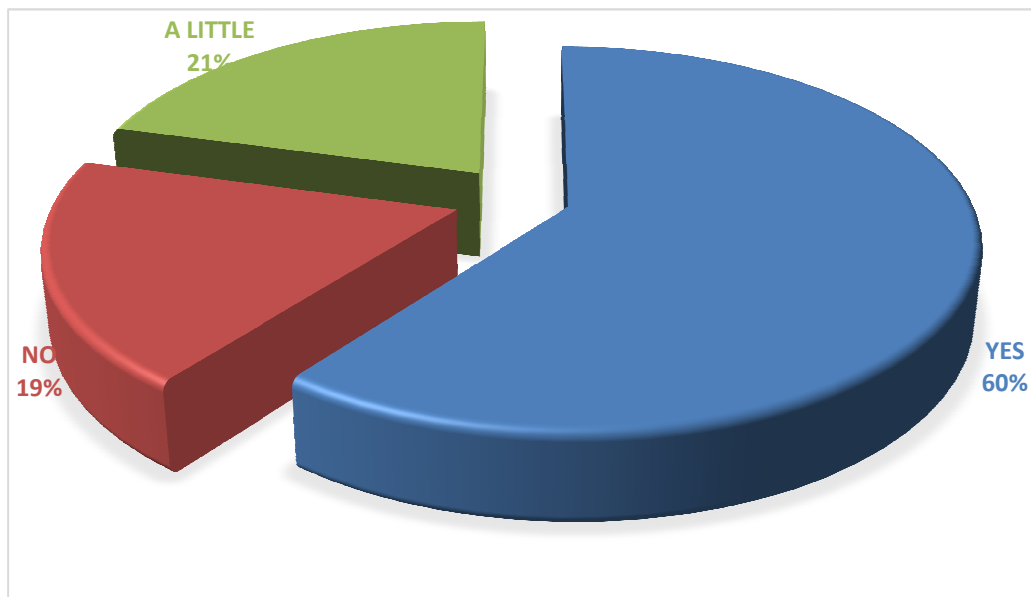
RATING SCALE:

1. Yes

2. No

3. A little

Description	Frequency	Percentage
1.- Yes	33	60%
2.- No	6	19%
3.- A little	14	21%
Total	53	100%



Pie Chart 2

Most of the students think that the class activities are interesting, 21% of them declare that the English class is a little interesting and 19% are not interested in the activities that teacher implements.

QUESTION No 3

DO YOU LIKE LEARNING GRAMMAR?

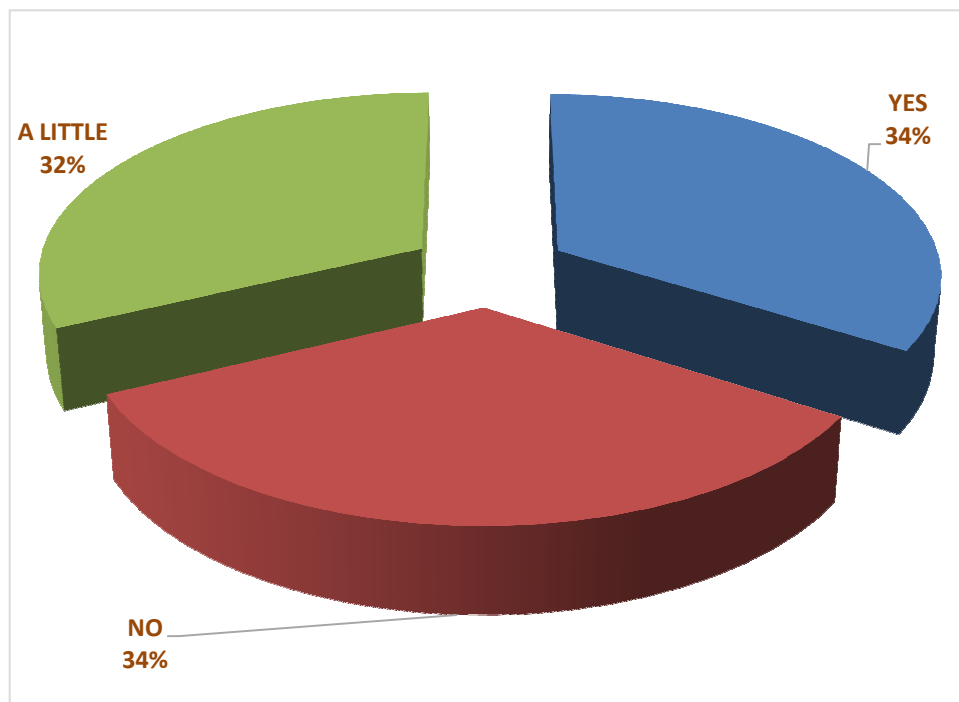
RATING SCALE:

1. Yes

2. No

3. A little

Description	Frequency	Percentage
1.- Yes	18	34%
2.- No	18	34%
3.- A little	17	32%
Total	53	100%



Pie Chart 3

We can observe that most of the students don't like learning grammar because 34% of them including 32% declare that they like it at all a little or they don't it at all.

QUESTION No 4

IS ENGLISH GRAMMAR DIFFICULT FOR YOU?

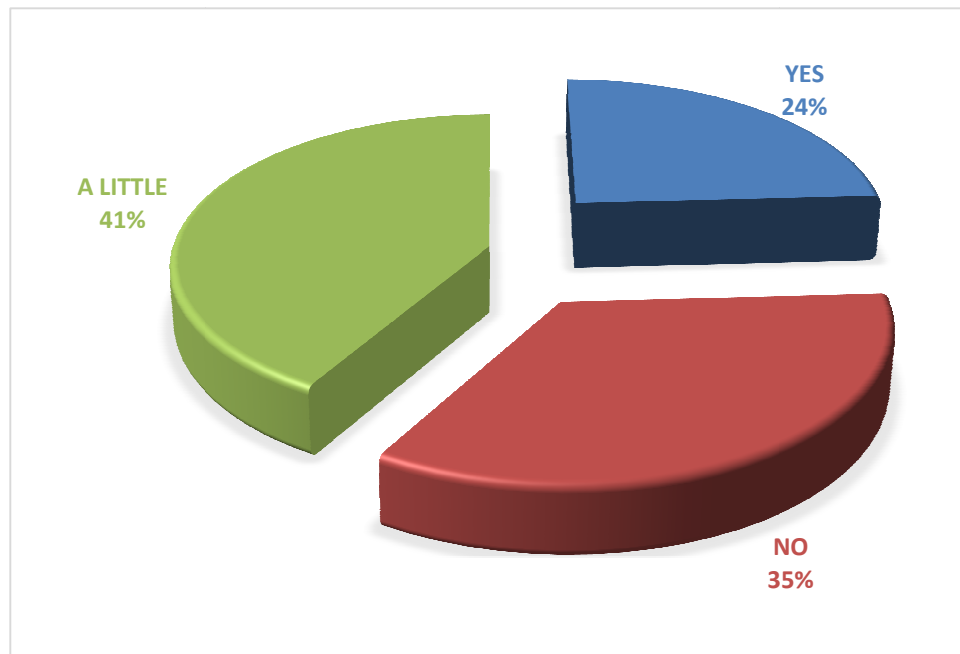
RATING SCALE:

1. Yes

2. No

3. A little

Description	Frequency	Percentage
1.- Yes	15	24%
2.- No	16	35%
3.- A little	22	41%
Total	53	100%



Pie Chart 4

41% of the students say that Grammar is a little difficult for them, and 24% say that it's difficult, 35% express that they don't have problem. It really means that most of them, 61% find English Grammar difficult.

QUESTION No 5

DO YOU UNDERSTAND WHEN YOUR ENGLISH TEACHER EXPLAINS GRAMMAR?

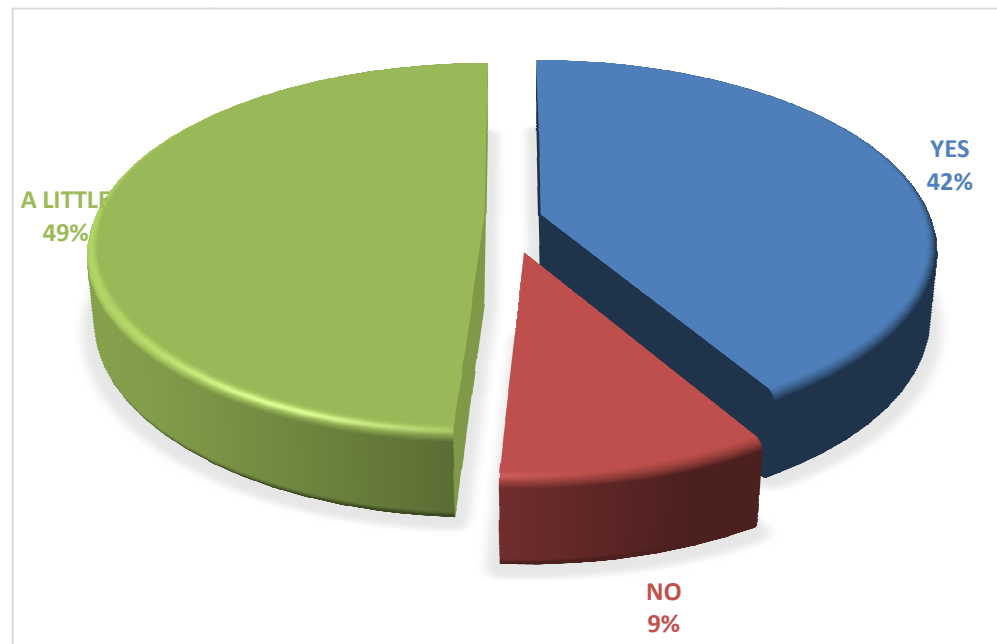
RATING SCALE:

1. Yes

2. No

3. A little

Description	Frequency	Percentage
1.- Yes	22	42%
2.- No	5	9%
3.- A little	26	49%
Total	53	100%



Pie Chart 5

Most of the students 49% + 9% express that they don't understand or they understand a little when the English teacher explains Grammar. 42% declare that they don't have problems.

QUESTION No 6

WOULD YOU LIKE TO LEARN ENGLISH GRAMMAR THROUGH SONGS AND GAMES?

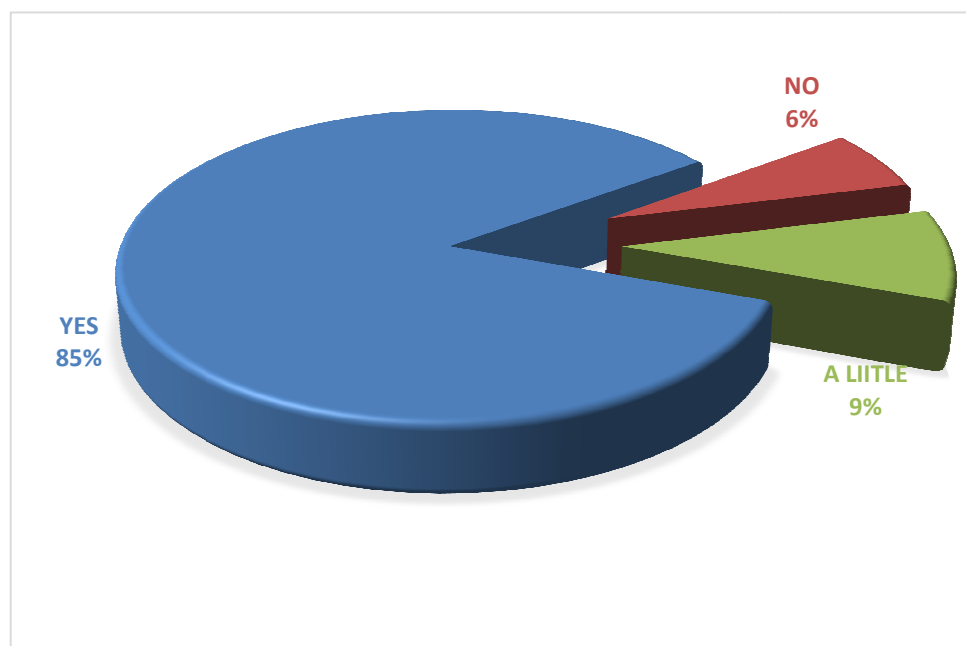
RATING SCALE:

1. Yes

2. No

3. A little

Description	Frequency	Percentage
1.- Yes	48	85%
2.- No	2	6%
3.- A little	3	9%
Total	53	100%



Pis Chart 6

We can say here, that 85% of the students in class would like to have a change in the activities that the teacher implements in class, they would like to learn English through songs and games more than in the traditional way.

QUESTION No 7

WOULD YOU LIKE TO LEARN ENGLISH GRAMMAR THROUGH MOVIES AND VIDEOS?

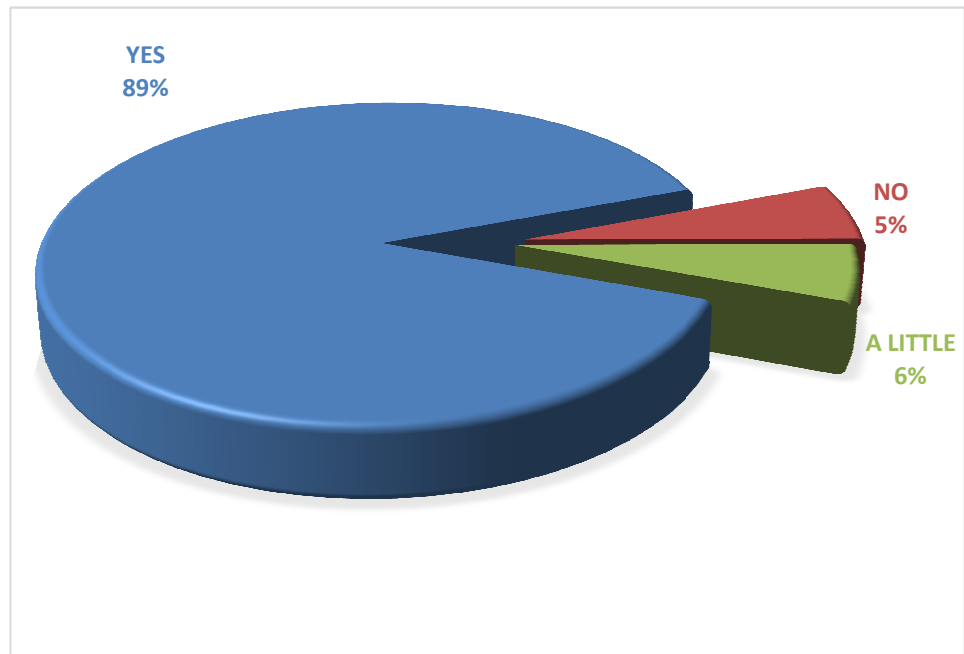
RATING SCALE:

1. Yes

2. No

3. A little

Description	Frequency	Percentage
1.- Yes	47	89%
2.- No	3	5%
3.- A little	3	6%
Total	53	100%



Pie Chart 7

Most of the students, 89% would like to learn English Grammar through movies and videos, 6% declare that just a little and 5% would not like that type of activity.

QUESTION No 8

WOULD YOU LIKE MORE ORAL SPEAKING PRACTICE TO REINFORCE YOUR GRAMMAR PROFICIENCY?

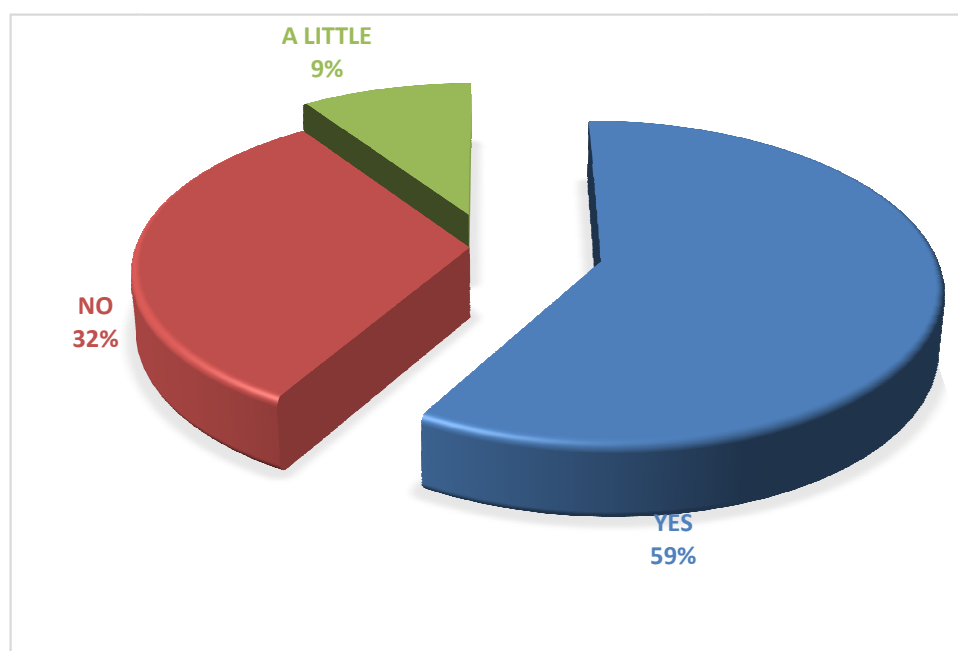
RATING SCALE:

1. Yes

2. No

3. A little

Description	Frequency	Percentage
1.- Yes	31	59%
2.- No	17	32%
3.- A little	5	9%
Total	53	100%



Pie Chart 8

Most of the students, 59% of them would like to have their grammar proficiency reinforced, through oral practice more than the writing activities that they usually have for that purpose, 32% state that they wouldn't like that type of activity in class, finally 9% says just a little.

QUESTION No 9

WOULD YOU LIKE MORE INTERACTIVE ENGLISH GRAMMAR CLASSES?

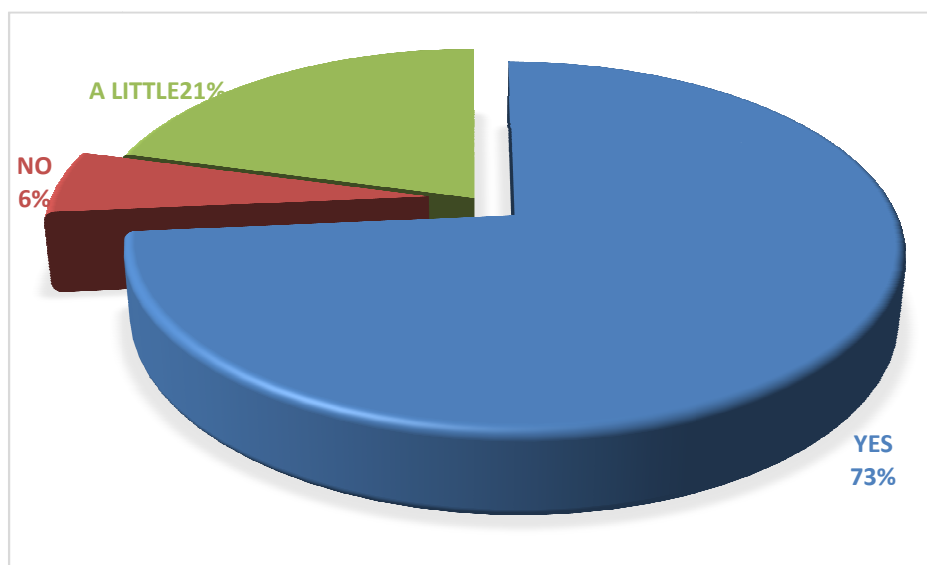
RATING SCALE:

1. Yes

2. No

3. A little

Description	Frequency	Percentage
1.- Yes	39	73%
2.- No	3	6%
3.- A little	11	21%
Total	53	100%



Pie Chart 9

Most of the students prefer more interactive Grammar lessons, 73% of them, 21% of students say a little, and 6% would not like that type of activities.

We can observe then that 73% + 21% are asking for a change in the methodology the teacher implements in the classroom.

After this survey, they do a pre – test to know where are the difficult points in grammar and these were the results, there were two courses one is the experimental group when the techniques are going to be applied and the other is where the techniques are not going to be applied:

3.4.3 RESULTS AND ANALYSIS OF THE PRE-TEST AND POSTTEST

3.4.3.1 RESULTS OF PRE -TEST IN THE EXPERIMENTAL GROUP

OCTAVO AÑO BASICO “A”

VERB TO BE	SUBJECT PRONOUNS	POSSESSIVE ADJECTIVES	DEMONSTRATIVE PRONOUNS	PLURAL NOUNS	POSSESSIVE'S SING AND PL	TOTAL
87,40%	93,30%	29,60%	55,50%	39,25%	41,48%	58,02%

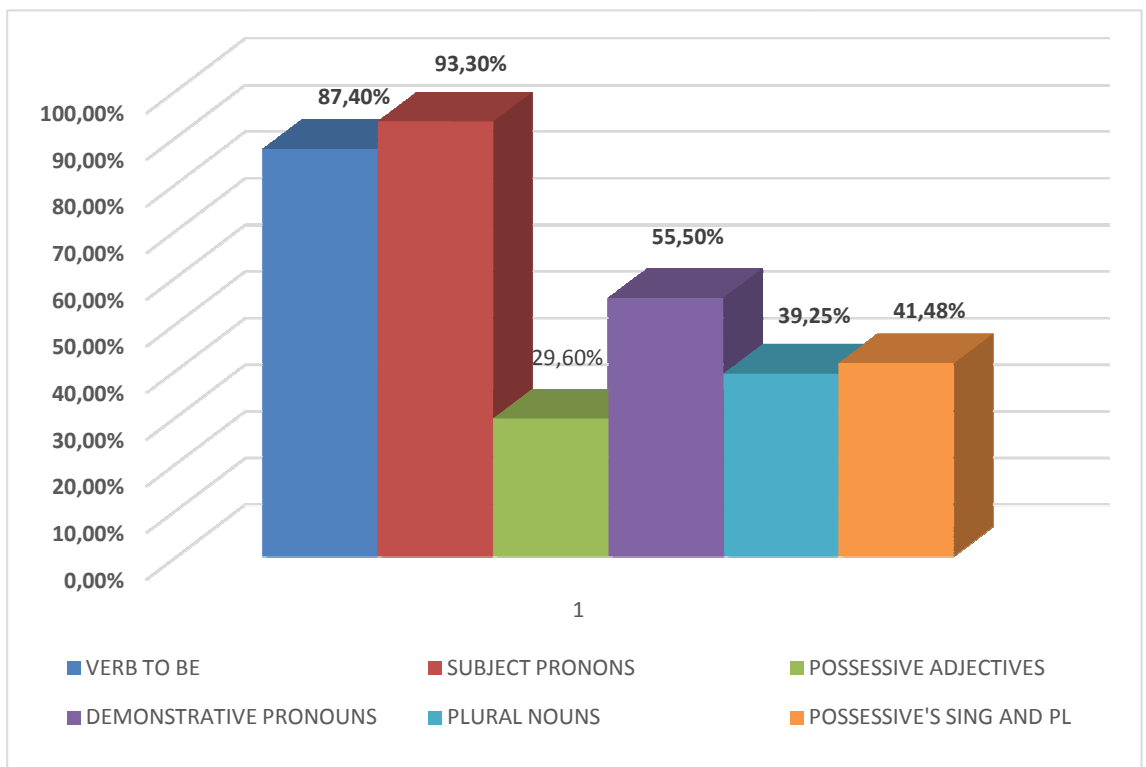
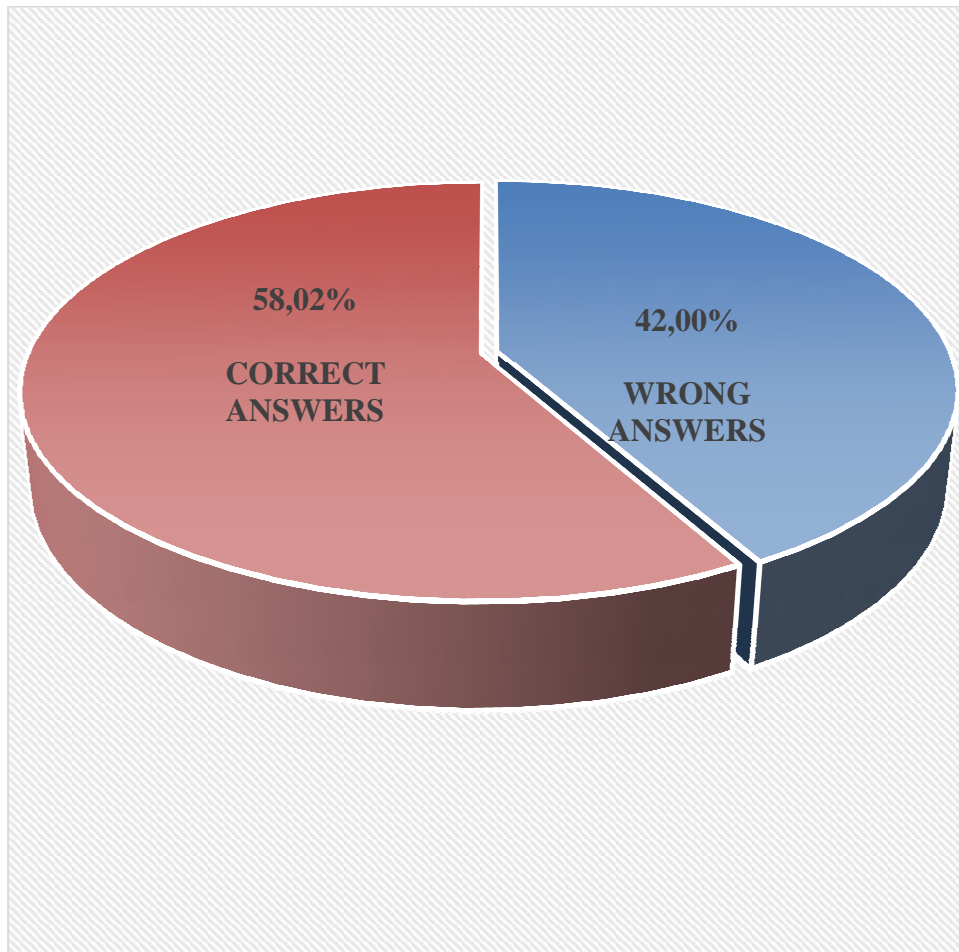


Chart 1

Most of the students don't have problems in the use of subject pronouns and the verb to be. The other students have limitations in the use of plural nouns, possessive adjectives and the possessive form of nouns.

GRAMMAR PROFICIENCY PERCENTAGE



Pie Chart 10

According to the percentage of all the students' answer in the control group, the majority of them, answer in the correct way the 58,02%, but the 42% don't answer the pretest with the right ones.

3.4.3.2 RESULTS OF PRE -TEST IN THE CONTROL GROUP

OCTAVO AÑO BASICO “B”

VERB TO BE	SUBJECT PRONOUNS	POSSESSIVE ADJECTIVES	DEMONSTRATIVE PRONOUNS	PLURAL NOUNS	POSSESSIVE'S SING AND PL	TOTAL
80,67%	88,00%	27,33%	70,67%	45,33%	35,33%	57,89%

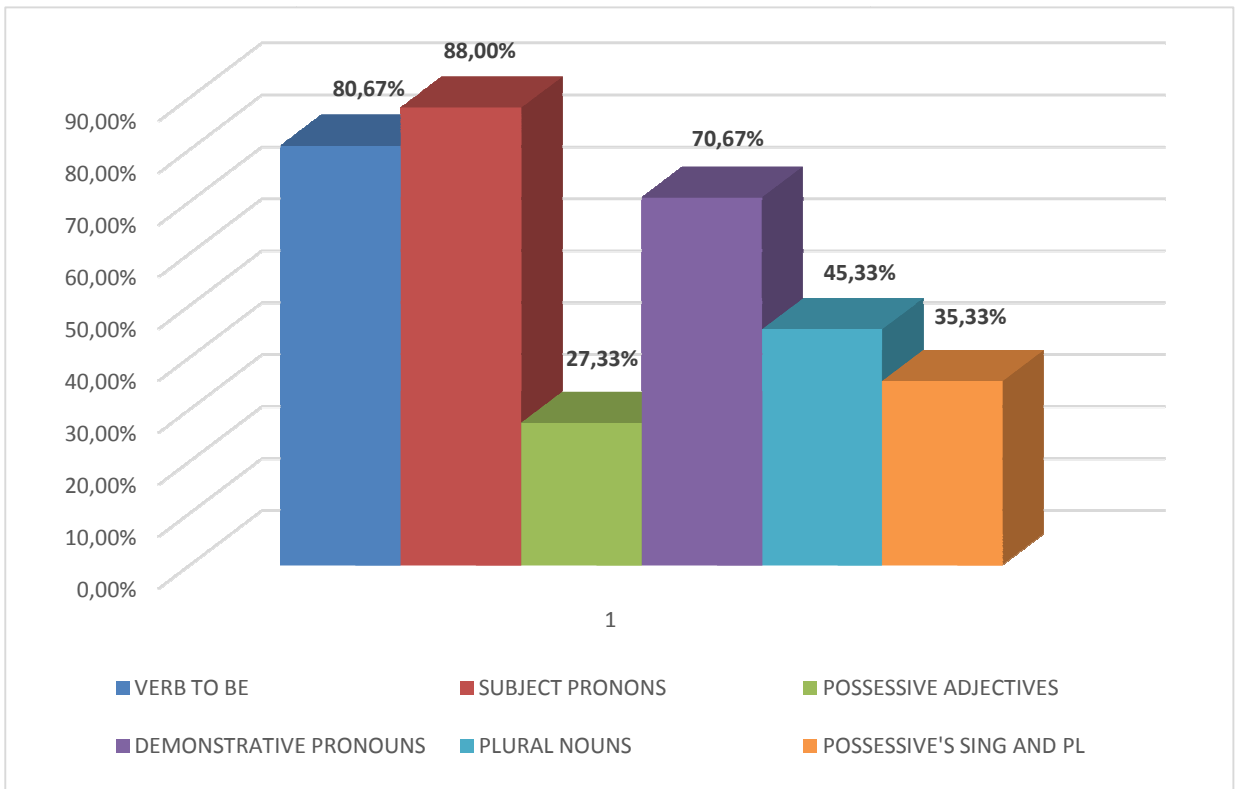
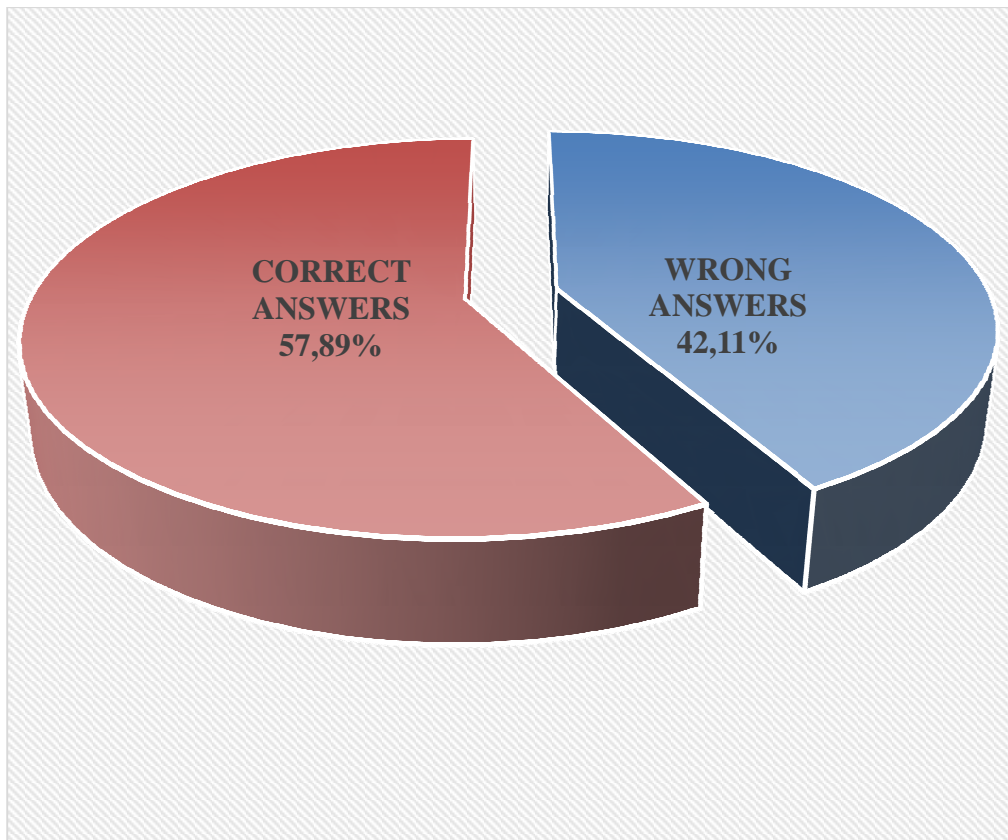


Chart 2

This is the control group in which the teaching techniques were not applied. The population was 30 students. They don't have problems with the use of verb to be, subject pronouns demonstrative pronouns, but they have some difficulties with possessive nouns, plural and possessive adjectives.

GRAMMAR PROFICIENCY PERCENTAGE



Pie Chart 11

In this pie chart, it can notice the control group correct answers is 57,89%, in comparison of the results of the wrong answer 42,11%.

,After the techniques were applied, we can see a difference when we take again the test to students and notice the difference:

3.4.3.1 RESULTS OF POSTTEST IN THE EXPERIMENTAL GROUP

OCTAVO AÑO BASICO “A”

VERB TO BE	SUBJECT PRONOUNS	POSSESSIVE ADJECTIVES	DEMONSTRATIVE PRONOUNS	PLURAL NOUNS	POSSESSIVE'S SING AND PL	TOTAL
93,33%	96,29%	62,22%	68,88%	64,44%	72,59%	76,05%

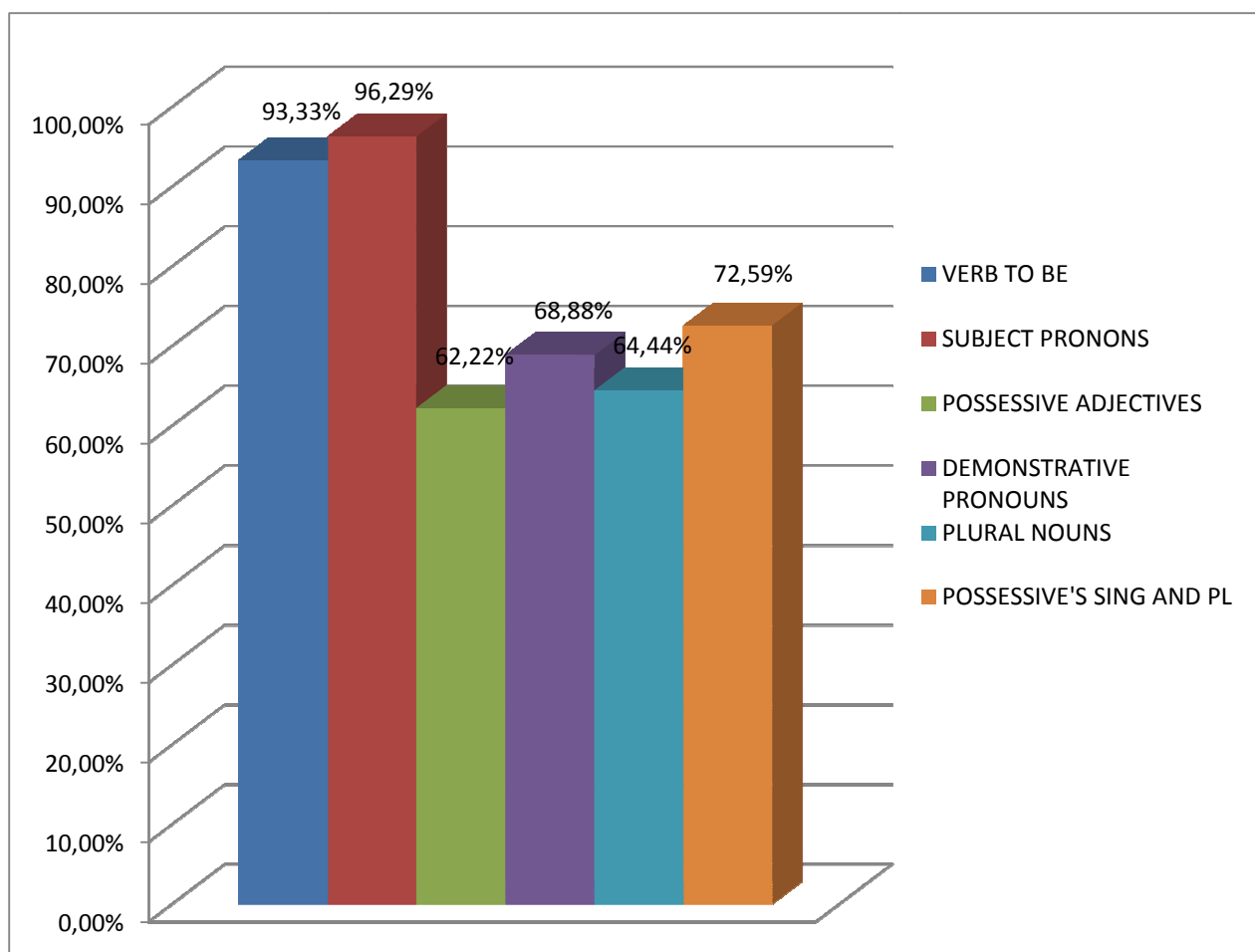
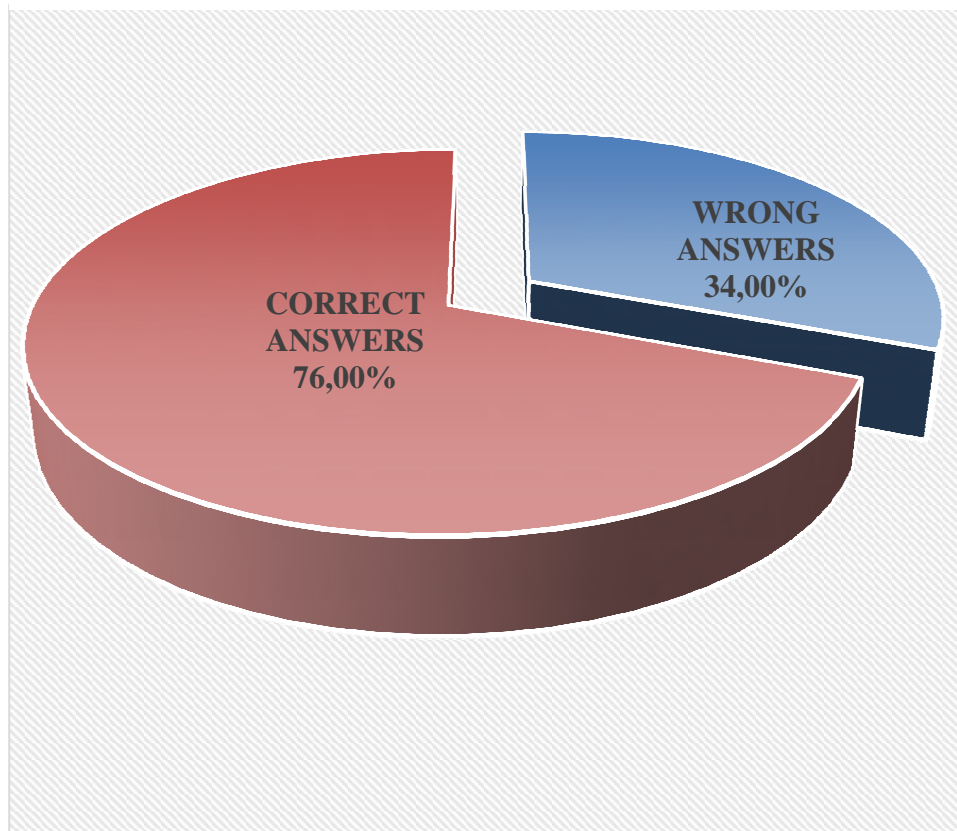


Chart 3

After applying the teaching techniques, students got better grades than in the pre – test. We can see the results in the chart below.

GRAMMAR PROFICIENCY PERCENTAGE



Pie Chart 12

As the results shown, in this post – test students got a better percentage than at the beginning 76%, and the incorrect answers were 34%. These experimental group, improve with the grammar teaching techniques their learning process.

3.4.3.2 RESULTS OF POSTTEST IN THE CONTROL GROUP
OCTAVO AÑO BASICO “B”

VERB TO BE	SUBJECT PRONOUNS	POSSESSIVE ADJECTIVES	DEMONSTRATIVE PRONOUNS	PLURAL NOUNS	POSSESSIVE'S SING AND PL	TOTAL
86,00%	92,67%	43,33%	69,33%	35%	37,33%	60,67%

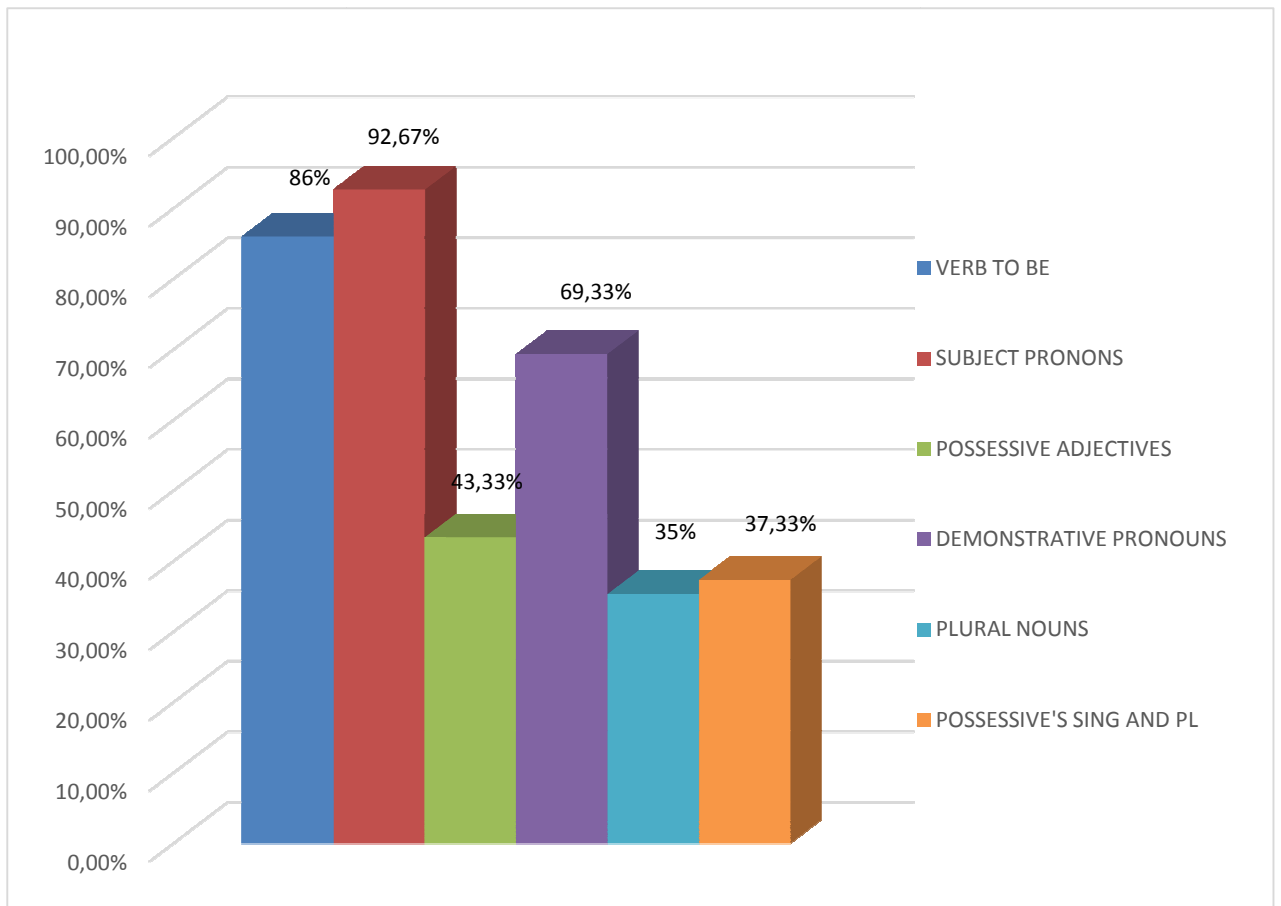
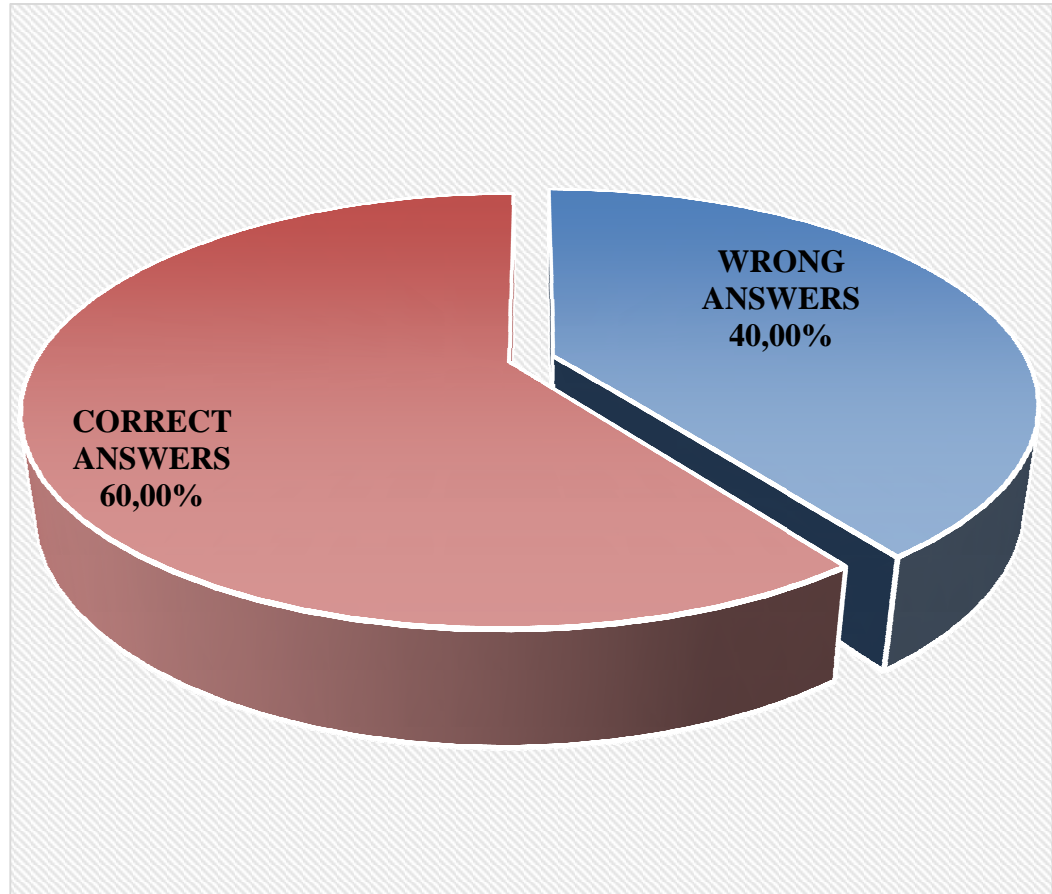


Chart 4

This is the control group, which the teaching techniques were not applied and they did not do any effort to get good grades.

GRAMMAR PROFICIENCY PERCENTAGE



Pie Chart 13

In these results, the difference is not too much, because this is the control group, the 60% of the students answer this in a correct way, as the 40% which has incorrect answers.

3.4.3.3 COMPARATIVE CHART OF THE PRE-TEST

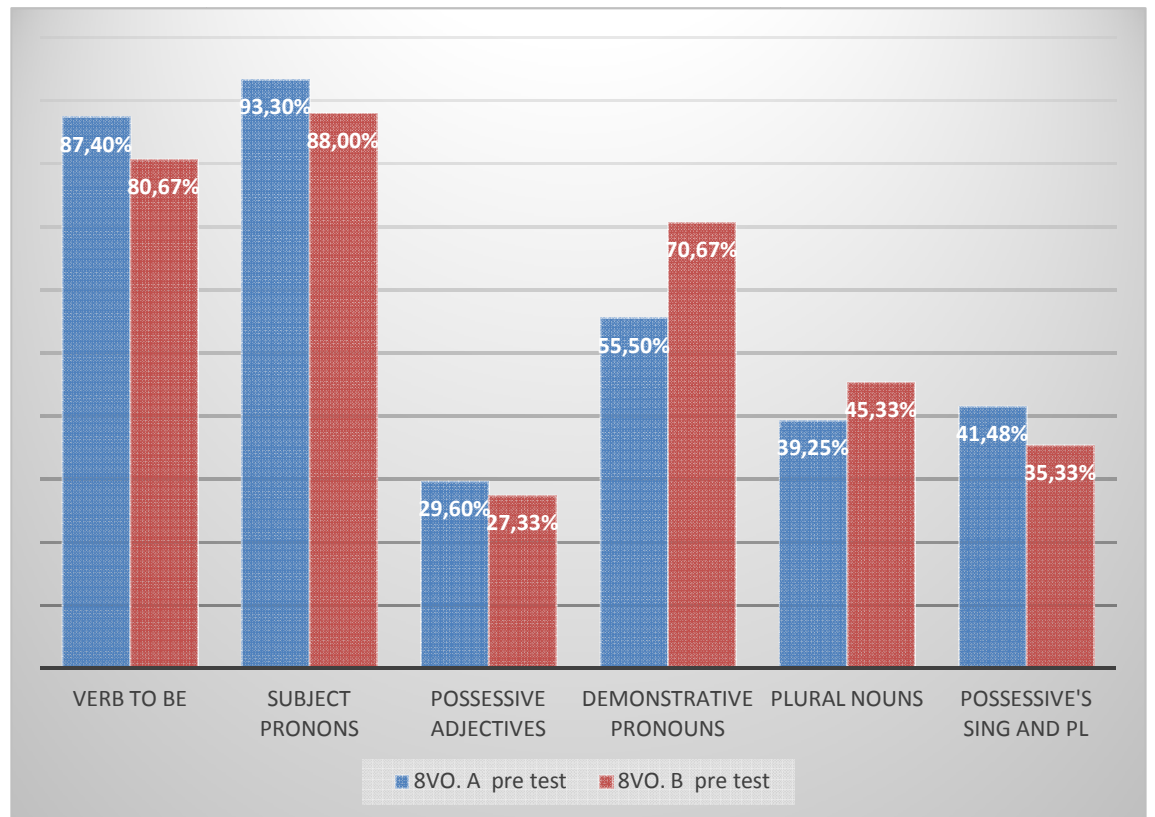


Chart 5

In this comparative chart of the pre-test, it can show in both groups, the experimental and the control, there is not much difference between the items there are letting down, and according of these the teaching techniques were applying in the experimental group to get better grades.

3.4.3.4 COMPARATIVE CHART OF THE PRE-TEST

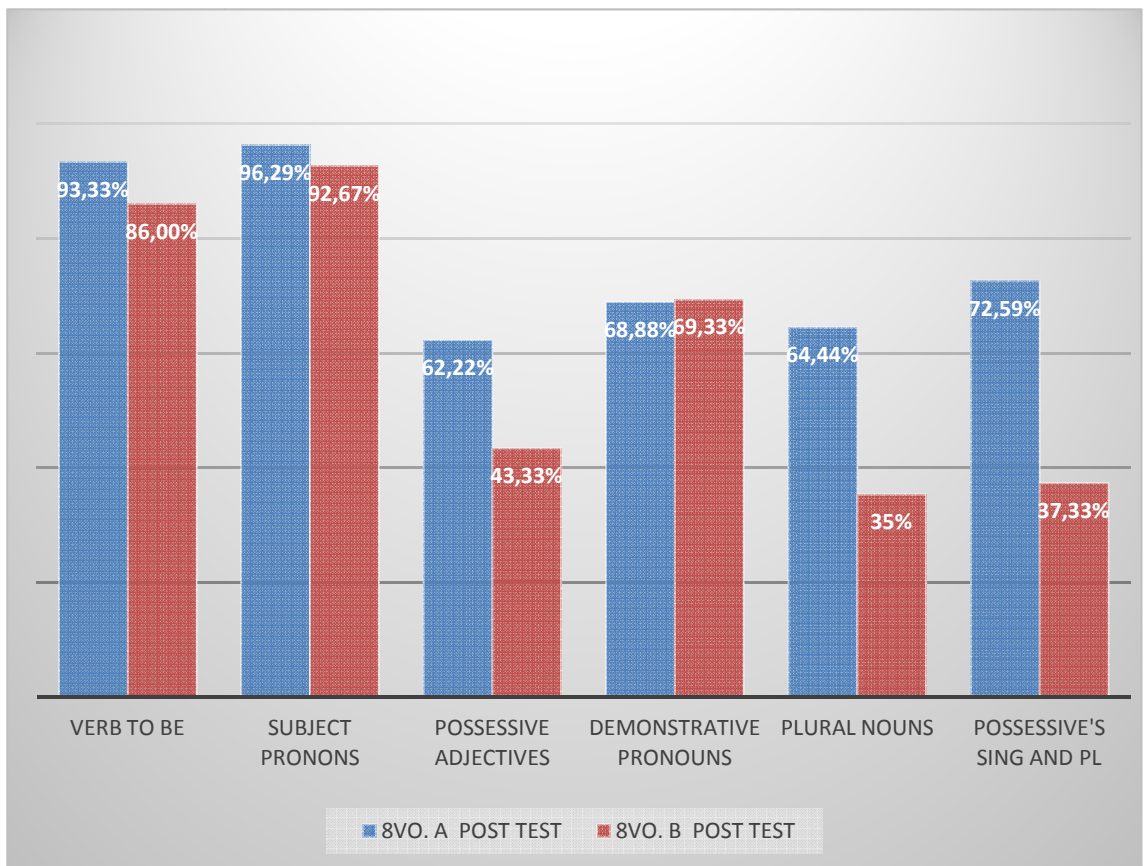


Chart 6

This comparative chart of the post-test shown that the experimental group got better grades than the control one, especially in the topics there were not very good, they can apply each grammar point in a better way.

3.5. RESOURCES, TIMELINE AND BUDGET.

3.5.1 RESOURCES

RESOURCES	REQUIREMENTS
Internet Services	To conduct research on different issues related to this research project.
Computer	To type all the chapters to accomplish this project.
Copies	To give to the students the worksheets and the pre and posttest.
Printing Expenses	Cost for all the papers for these project.
Transport	To go to different places to check and correct this project.
Papers	To print all the things needed.

Table 4

3.5.2. TIMELINE

ACTIVITIES	MONTHS																											
	May				June				July				August				September				October				November			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Activities Outline				x																								
Instruments Design							x																					
Instruments Application											x																	
Chapter I Introduction															x													
Chapter II Literature Review																			x									
Chapter III																							x					
Tabulation and Results																											x	
Chapter IV Conclusions																												x
Conclusions and Recommendations																												x

Table 5

3.5.3. BUDGET

DESCRIPTION	NUMBER	PRICE	TOTAL
Internet	70	\$1,00	\$70,00
Copies	120	\$0,02	\$2,40
Printing Black and White Paper	85	\$0,15	\$12,75
Printing Color Paper	15	\$0,75	\$11,25
CD's	3	\$1,00	\$3,00
Transport	10	\$0,25	\$2,50

Table 6

CHAPTER IV

4.1.-CONCLUSIONS

This chapter lays out the results of this research after, observing, collecting and analyzing the application of all the instruments and considering the research questions, which addresses the effects of the teaching techniques on eighth graders' grammar proficiency at Liceo Cristiano High School.

The goals of this study were achieved, since it is observed the quantity and quality of data results, evidence that the teaching techniques helped to improve the students' skills in English Grammar proficiency. According to the answers from the surveys we discovered that the majority of students don't like learning grammar, they believe it is difficult because of the extensive number of grammar rules. They prefer to learn them through movies, videos, songs, games more than through the traditional written activities in the class every day.

The new strategies help the target students become self-directed learners, allow them to be aware of the grammar learning strategies they should use based on their skills needs, ages, interests and learning styles. This was one of the common positive results after carrying out this work. The subjects also showed important improvements related to their attitudes towards their foreign language learning process.

The analysis of the results that were obtained by the students in the three different contexts before, during and after applying the new teaching techniques of this project, allowed the researchers to confirm that they improved their grammar proficiency.

According to English teachers the main factors that limit the teaching learning process of the English language at Liceo Cristiano High School are related to: very wide contents, limited didactic aids, high number of students and the lack of students' motivation. In fact, they consider important to improve the methodology, teaching materials and motivation in order to reach the instructional goals.

Eventually, the results of this study might be used as a reference for language teachers, learners, book writers, and even material designers to keep evolving, rethinking and rediscovering the multiple ways a language can be taught or learned, taking into account self-learning and students use of new strategies in order to improve their performance in grammar.

It is for this reason, the results from this study can become stronger and more influent if reinforced or complemented with other replications or further studies.

Additionally, this study proved that teaching techniques are vital for grammar. Therefore, it is convenient to implement metacognitive strategies since they facilitate students learning and help them become independent and effective learners, they integrate their prior knowledge with information from the text, reflect upon and process information before, during and after the using of the strategies.

The positive effects of teaching techniques on the subjects grammar proficiency make the findings important for the teachers-researchers who carried out this study and for other education practitioners like EFL/ESL teachers, who can implement these strategies in similar contexts.

4.2.- PROBLEMS AND LIMITATIONS OF THE STUDY

The process of introducing and implementing new teaching techniques in the English class took time. It was hard to help students to develop their grammar proficiency, which required a lot of practice.

Another limitation was the process of observing progress of the learning grammar process in the students, because the researcher had to do other thinking process simultaneously during the class, such as explaining, asking and answering questions, monitoring and assessing, solving problems. It was necessary to write the observations in order to evaluate the educational process after school work.

The application of the new teaching techniques helped learners to improve their grammar proficiency, however it is recommended that future researchers use an eclectic approach, that is: diverse teaching activities so that students can have more opportunities to learn.

In this sense it is also important to consider the class time to apply the interventions since using more strategies requires more time so that students can have more opportunities to understand, explore and apply the different strategies.

4.2.1 PROPOSED PLAN

In order to fulfill the objectives of this research project the researcher suggests different activities and exercises to maintain accomplish students' goals to learn grammar in a better way, than the traditional one. The following activities were suggested:

1.- GET THE STUDENTS “INVOLVED”

The following is an ice- breakers are going to use to introduce any grammar topic:

a) ALTERNATIVE VERSION OF FIND SOMEONE WHO

Size: Whole class

Use: Asking questions, introductions

Time: 10-15 minutes

Materials: 3x 5 index cards Instructions: This is another variation of an icebreaker found on Dave's ESL Café. Instead of giving students a pre-made list requesting to “Find someone who...,” you ask them to write on an index card “I want to find someone in the class who...” and then complete the sentence. The students then mill around the room asking their personalized question to their classmates. This allows the student to determine what they want to find out about their classmates.

These other ice – breakers can be used to introduce Personal Information questions or practice any grammar structure:

b) GREETINGS AND INTRODUCTIONS

Everyone moves around the room meeting everyone else.

As student A meets student B, he/she says "Hello, I'm _____"

Student B says, "How do you do _____, my name is _____"

Student A says "It's nice to meet you." Then student C comes up and student A introduces himself/herself to student C and vice versa. Then Student A says "student C, I'd like you to meet student B" and continue on in this way until everyone in the class has introduced themselves and someone else. You can make it competitive by setting a timer and giving points for the student who meets and introduces the most people to others before the timer goes off.

c) HOT POTATO

Equipment: Potatoes or tennis balls, music

1. The teacher will divide the students into groups of four or more.
2. She/he will give each group a potato. The activity works by passing the potato clockwise around the group until the music stops. Once the music stops the person left holding the potato stands up and performs an action, for example, cluck like a chicken.
3. Once they have done this task, they can sit back down. The music will start again and they continue passing the potato.
4. The person who has been given the action must stand up and perform this action every time they hold the potato.
5. By the end of the game, you will have a group all doing different actions while passing the ball

2.- GAMES

a) CONNECT FOUR

1. The teacher will prepare a grid that is six rows wide and five columns tall in advance
2. The object of the game is to be the first to get four correct answers marked in a column, row, or in a diagonal line
3. Students should try to strategize to block the other team from connecting four in a row
4. To play with the entire class, divide the students into two teams and draw the grid on the board. Have two color markers, one for each team.
5. The students must start at the bottom of the grid and work their way up as if stacking building blocks. For example, to practice verb conjugation write the subject in the vertical line has the subject and verbs to be conjugated on the horizontal line:

	To know	To believe	To drink	To write	To live
I					
You					
He					
We					
They					
You all					
Definition					

6. The first team reads a subject and a verb from the grid and then conjugates it. The teacher writes the conjugation in the corresponding space in the team's color.

Variations: Change the focus of the lesson by using any vocabulary, grammar, or topic, such as:

- a) Form basic yes and no questions with the subject and verb.
- b) Practice noun-adjective agreement with gender and number by putting a noun in the rows and an adjective in the columns
- c) Practice possessive adjective and noun agreement
- d) Form a sentence by putting a subject pronoun and an infinitive in the row and place in the columns. Students have to conjugate the verb and connect the place to the sentence with a logical preposition

b) JEOPARDY

Based on the classic TV game show, this game will require your students to put on their thinking caps. Divide your whiteboard into columns for vocabulary categories and rows with different point values. Like this:

Countries	Clothes	Animals	Foods	Colors
25 points	25 points	25 points	25 points	25 points
50 points	50 points	50 points	50 points	50 points
100 points	100 points	100 points	100 points	100 points

Divide your students into two teams. Each team chooses a category and the points they want to play for: We choose Countries for 25 points.

Supply a clue or definition: This country is south of the US, and they eat tacos there. They must guess the right country in the form of a question: What is Mexico? If they answer correctly you erase the points from the chart and add them to the team's tally until they're all wiped off. Adapt this game to any level of difficulty and include as many categories as you wish.

c) TIC TAC TOE

Tic Tac Toe is another versatile game, one that can be adapted to suit a wide variety of needs. What you need to decide first is which grammar your students need to review for the test. Then, write the topics on nine index cards or large enough pieces of paper. Arrange the cards face down on a table or stick them on the board, in the classic Tic Tac Toe 3 x 3 grid.

Next, teams take turns choosing a square (you can add letters across and numbers down to make it easier to call out the squares). You turn over the card and reveal to your students the tense/structure/grammar point written on it. Students must then either provide an example or ask a question that another team member must answer correctly to get their X or O on that square. Of course, the first team that gets three Xs or Os across, down or diagonally wins.

d) CIRCLE NAME GAME

1. Organize the students into a circle (For larger groups, organize students into many small circles)

2. Tell each student to say his/her name. After each student says his/her name, the rest of the students in the circle repeat it.

3. Instruct students to say their names again but this time tell them to add a simple movement to their names, so that action is made at the same time as the name is said. The rest of the students repeat the name and the action. For example, Adama snaps when he says his name, and the rest of the students say “Adama” and snap at the same time.

4. Next ask students to go around the circle saying all of the names and actions together

5. Afterwards, ask if any students can volunteer to say the names of everyone in the circle.

With these kind of games, students can keep motivation during the whole class.

4.- COLLECTIVE SENTENCES

This activity you can do with the students to practice the structures learnt. Each of the students say a word as the student on the board write each word listened. For example: one says “my” the other “mother” and so on.

Then, to finish one student stand up and read the sentence formation as teacher corrects any pronunciation or word to say if the sentence is incorrect or not.

5.- CONTESTS

Teenagers like to be very competitive, for this cause in the class as teachers we need to apply contest dividing the class, into groups to practice vocabulary or grammar.

The following are activities to follow during the class as contests:

a) BOARD RACES.- To practice any grammar point, divide the class into teams, as teacher says students go to the board and do what they listen.

b) SENTENCE COMPLETITION.- Teacher can prepared sentences to the class, dividing as a team, students complete them, with the word that is not there, as they finished teacher check to say the winner.

c) TRUE AND FALSE CHAIRS

1. In advance, the teacher will prepare True/False statements.

For example: a. New York is the capital of the United States

b. There are 18 chairs in the classroom

2. Place two chairs in front of the class and write “True” on one chair and “False” on the other

3. Divide the class into two teams (A and B) and organize the two teams in two lines a few meters away from the two chairs

4. Read a statement and tell the students that the first student in line for groups A and B will have to quickly decide if the statement is true or false and run to be the first to sit in the True or False chair. The team who sits in the correct chair first, wins a point.

5. Continue reading statements until the game is over. The team with the most points wins.

d) JIGSAW GAP-FILL

1. The teacher will select a text about the topic studied containing important information.

2. Create two different versions of the same text. Each version should contain gaps to fill in key information but the gaps should be different in each text. For example, Text A has the answers for Text B and Text B has the answers for Text A.

3. Organize the students to work in pairs and give each member of the pair a different text. Tell the students to ask each other questions to fill in the gaps in their texts.

4. Here is an example: Text A Kofi Annan was Secretary General of the _____. He is from Ghana, in Africa. His name, Kofi, means _____. Text B Kofi Annan was _____ of the United Nations. He is from _____, in Africa. His name, Kofi, means “born on Friday.”

6.- SONGS



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GUAYAQUIL

SONG WORKSHEET

NAME: _____ COURSE: _____ DATE: _____



SIMPLE PRESENT SONG ACTIVITY – DON'T GIVE UP

SINGER: BRUNO MARS

1.- CHOOSE THE CORRECT ALTERNATIVE TO EACH SITUATION, THEN LISTEN AND CHECK.

When you **want** / **wants** to do something that's new
And it **seem** / **seems** really, really hard to do
You **feel** / **feels** like quitting, you **feel** / **feels** you're
through. Well I **have** / **has** some advice for you.

CHORUS:

Don't give up, keep on trying
You're gonna make it, I ain't lying
Don't give up, don't ever quit, Try and
try and you can do it. Don't give up, yeah.

If you **wants** / **want** to catch a ball
But you're having no luck at all
The ball **hits** / **hit** your head, it **hit** / **hits** your nose
It **hit** / **hits** your belly, your chin and toes
Well, try and try and try again, keep on trying and soon end
You **put** / **puts** your hands out in the air
You'll catch the ball, yes this I **swear** / **swears**

CHORUS:

Don't give up, Keep on going
You're on a boat, so keep on rowing
Don't give up, don't ever stop, Try and try and
you'll come out on top. Don't give up.

You got yourself roller-skates
You **put** / **puts** them on and you **feel** / **feels** great
You **stand** / **stands** up, then you **fall** / **falls**
Don't think you can't skate at all.

With this we can maintain students' attention and involving in every activity if this is vocabulary or grammar one, more if the songs they are completing like them.

Also it suggested to use the following worksheets to increase students' grammar proficiency:

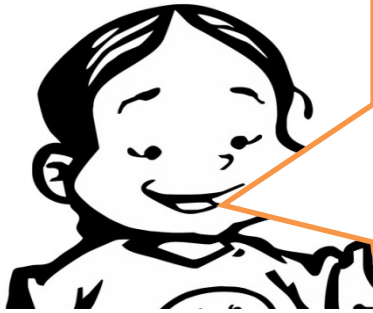


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GUAYAQUIL



GRAMMAR WORKSHEET

NAME: _____ COURSE: _____ DATE: _____



This for a person or thing near you (a person or thing that is here). Example: This paper is for the printer.

That for a person or thing not near you (a person or thing that is there). Example: That desk is Janet's.

These for people or things near you (people or things that are here). Example: These students are in your English class.

Those for people or things not near you (people or things that are there). Those folders are the sales reports.

I.- CHECK YOUR GRAMMAR: GAP FILL – THIS, THAT, THESE AND THOSE.

this / that / these / those

general things

physically near us

that / those

physically at a distance for us

on the phone

a.- We use _____ to explain what are we talking about.

b.- We use "this / these" for things which are

c.- We use "that / those" for things which are

d.- We also use _____ for things which are distant from us in time.

e.- We can use "these / that" to refer to _____, e.g.: what somebody has said.

f.- _____ we can say, "This is Ollie" (if you are Ollie) or "Is that Alfie?"

II.- CIRCLE THE BEST ANSWER TO COMPLETE THE SENTENCES.

1.- We're going to play tennis _____ morning.

- a.- this b.- that

2.- Shall I wear this shirt or _____ one?

- a.- that b.- those

3.- Can I have a look at _____ trousers?

- a.- that b.- those

4.- Let's go to _____ new club in the center.

- a.- this b.- that

5.- _____ posters you gave me look great on mi wall.

- a.- These b.- This

6.- Hi Stuart, _____ is my friend Sylvie.

- a.- This b.- It

III.- WRITE THE CORRECT WORD: THIS, THAT, THESE, THOSE TO COMPLETE THE SENTENCES.

a.- Yes, _____'s right. I completely agree with you.

b.- Hello, _____ is Nick speaking.

c.- I'm going to take back _____ shoes I bought last week.

d.- I'm really busy _____ morning.

e.- Are you going to watch _____ DVD with us?

f.- _____ cake you made last week was delicious.



GRAMMAR WORKSHEET

NAME: _____ COURSE: _____ DATE: _____

POSSESSIVE ADJECTIVES

SUBJECT PRONOUNS	POSSESSIVE ADJECTIVES	EXAMPLES
I	My	I'm from the UK, but my parents are from Colombia.
You	Your	You are very organized, your desk is so neat.
He	His	Joel is my friend. His family is from Canada.
She	Her	Where's Lucy ? Her book is here.
It	Its	It's a new company. Its president is Mr. Thompson.
We	Our	We have the homework, our teacher is going to check it now.
You	Your	You are classmates. Your classroom is on the next floor.
They	Their	The girls are sisters, their parents are Canadian.

1.- READ AND CIRCLE THE CORRECT ANSWER.

- My** / **I** new friend is from Guatemala.
- We** / **Our** names are Carla and Johanna.
- What's **your** / **you** favorite food?
- Maria and Carlos are late. What's **they** / **their** phone number?
- It's a nice dog. What's **its** / **it** name?
- He** / **His** best friend is Lauro.

2.- READ AND COMPLETE USE THE CORRECT POSSESSIVE ADJECTIVE.



Hi Dora,

Here are the photos of _____ (1) (we) end-of-semester party for (2) _____ (we) English class. The first photo is Juliana and Keiko. Is Juliana in (3) _____ (you) math class? She's sometimes (4) _____ (I) partner in pair work. Keiko is (5) _____ (she) best friend. Then, in the second photo, the woman in the white shirt is Sally. (7) _____ (They) family is in Chicago, but Sally is here, too. The tall man is Mr. Donovan. He's (8) _____ (we) new teacher. (9) _____ (He) first name is Howard, and he's very friendly





GRAMMAR WORKSHEET

NAME: _____ COURSE: _____ DATE: _____

**POSSESSIVE
NOUNS**

Add 's to singular nouns to show possession.

Example: The boss's ideas.

Add an apostrophe (') to plural nouns ending in -s to show possession.

Example: The managers' names

For irregular plural nouns, add 's to show possession.

Example: The children's room

My, your, his, her, our, and their can come before a possessive noun.

Example: My friend's job

**1.- CIRCLE THE CORRECT FORM OF THE POSSESSIVE ('S OR S')
IN THE SENTENCES.**

a.- My **co-worker's** / **co-workers'** name is Krista.

b.- **Krista's** / **Kristas'** last name is Logan.

c.- She has two managers. Her **manager's** / **managers'** names are Tom and Sara.

d.- **Sara's** / **Saras'** family is from Colombia.

e.- She has two brothers. Her **brother's** / **brothers'** names are José and Carlos.

f.- They have two cats. The **cat's** / **cats'** names are Sam and Max. B Pair

2.- PUT THE APOSTROPHE IN THE CORRECT PLACE

a.- This is Carlas ID Card.



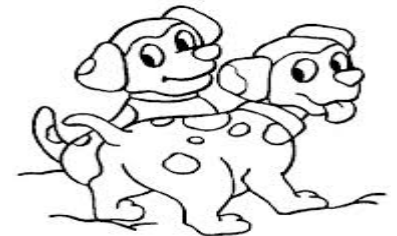
b.- Are these Annas sneakers?



c.- This is my teachers apple.



d.- These are two friends dogs.





GRAMMAR WORKSHEET

NAME: _____ COURSE: _____ DATE: _____

PLURAL NOUNS

A noun that names only one thing is a singular noun.

Examples: book, dish

A noun that names more than one thing is a plural noun.

Examples: books, dishes

Most singular nouns can be made plural by just adding an s to the end.

Nouns ending in x, z, s, sh and ch form the plural by adding an es to the end.

Singular: I have a colorful dish.

Plural: I have lots of colorful dishes

1. WRITE THESE NOUNS IN PLURAL.

1. fox _____

2. potato _____

3. eyelash _____

4. club _____

5. house _____

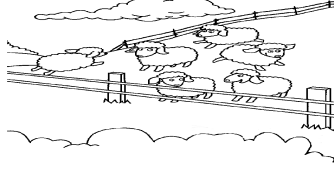
6. knife _____

7.. life _____

8. chief _____

9. flower _____

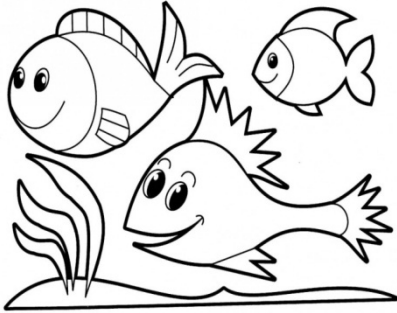
2.- WRITE A SENTENCE ACCORDING TO PICTURE USING PLURAL NOUNS.



a) _____



b) _____



c) _____



d) _____

7.- USING NEW TECHNOLOGY

Nowadays, is important to consider our students are not the same as 20 years ago, they are living in a world where the technology is using for everything. As teacher's we need to be prepared in the class because they want to listen or work with any kind of technology.

We need to manage all the tools, using these to download songs, games, music for maintain a good atmosphere during the class hour, they don't want boring mechanical classes where the teacher only talks and the students don't do anything, only copy from the board through the folder or notebook.

Teachers also have to take courses on how to use different pages from Internet in front students, because sometimes students can feel they can do everything. On the internet there are plenty of materials to use, we have to select what and where to use it.

For all this activities mentioned, take into consideration: students' needs, way of learning, grouping the students during the class. Group and pair work are important for increase practice the structure learning in the class. There is another type of work is cooperative group work where everybody has a role to do during the activity, the principal in any of them is to respect turns and know the rules.

To consider all of these exercises, games, contests and the others mentioned, considering what is the goal teachers must be achieve during the class, this is important, because every activity has an objective, is not only to play is also to reinforce how the learning process ia.

4.3.-RECOMMENDATIONS

From the data collected during observations it would seem that teachers are using some language teaching strategies and techniques but this is an area that requires further development. The *Learning in a Language other than Mother Tongue in IB Programmes* (IB:2008) would be a good starting point for those wishing to further develop their understanding of language teaching and emphasizes the importance of using such strategies and techniques as scaffolding and drawing upon prior knowledge. The following strategies and techniques could be incorporated more into practice by teachers to further improve the language support given to learners.

In relation to the established conclusions the following recommendations were formulated:

A.- Teachers at Liceo Cristiano High School should explore all variety of instructional materials applied into the communicative approach in order to potentiate its application.

B.- We suggest to the researched institution's authorities through their management to provide the English area with updated materials to facilitate the teaching learning process of this important subject.

C.- To escape from the conventional and routine instructional material we recommend teachers to renew the teaching materials by designing their own ones, adapting them according to the students' pedagogical needs and level; and why not by starting to exploit the varied tools which provide the new information and communication technologies.

D.- Teachers should study the possibility of working in study circles, to have the opportunity of sharing information and reach the enough awareness about communicative approach theory. These kind of meetings are to clarify ideas and concepts together as well as to look for the best way of applying them in the teaching practice.

E.- Taking into account the high acceptance level of the textbook, because there isn't any complain against it, however we consider pertinent to suggest teachers to make a more flexible use of this material. Do not take it

from the beginning to the end, but adapting it to their students' interests to avoid its use becomes a routine practice.

F.- As a complementary material to the textbook activities we recommend teachers once more to look for or build other support materials which stimulate different learning styles to help students in their language learning.

G.- We consider that teachers at Liceo Cristiano High School should work in providing students tools to reach a strong development of language skills in order to justify all the time, resources and efforts directed to this aim.

H.- To become students motivated by English subject, teachers we proposed to include in their planning their students' interests, needs and abilities; which mainly are related to music, games, fashion and so on. They need to experience a change in the teaching techniques as well as in the instructional materials.

I.- Teachers are suggested to review their teaching practice and make efforts to exile conventional teaching activities and including more exciting, attractive and innovating practices to avoid students becoming bored.

J.- Finally, to face the wide contents of school curriculum, we recommend teachers to plan, taking into account students' characteristics, available time and timetables in order to fulfill all yearly planning. Then, in the matter of the high number of students we suggest to work with pairs, groups and other controlled techniques.

APPENDICES

1.- APPENDIX 1..... LIST OF STUDENTS

2.- APPENDIX 2..... OBSERVATION SHEET

3.- APPENDIX 3..... SURVEY

4.- APPENDIX 4..... PRE AND POST TEST



STUDENTS' ATTENDANCE

EXPERIMENTAL GROUP - EIGHT "A"



STUDENTS' NAMES	
1	ABAD ZAMBRANO JOSE
2	ALVAREZ VILLAVICENCIO ISAAC
3	BARRAGAN SARMIENTO JOEL
4	BRIONES PESO ALEJANDRO
5	ELLIZALDE CLAVIJO MIA
6	GILBERT GERMAN CARLOS
7	GONZALEZ PARRA ELIZABETH
8	JARRIN MERA DYLAN
9	JIMENEZ NAVARRETE ANGIE
10	JIMENEZ SANCHEZ IARA
11	MAGALLANES VILLON OLIVER
12	MARIÑO PEREZ ELIAN
13	MIRANDA ROSALES JONATHAN
14	MORALES LEON GABRIEL
15	MORAN YELA FRANCISCO
16	PEÑA COLCHA ROBERTO
17	PRECIADO QUIÑONES ABRAHAM
18	REA OBANDO BRYAN
19	REYES MOROCHO CHELSEA
20	ROMERO SANCHEZ DHANA
21	ROSETO SANCHEZ NESTOR
22	SANCHEZ PICO DAVID
23	SOLORZANO RIVAS ESTER
24	SOLORZANO SAMUEL
25	VELASCO ZAMBRANO KEISMER
26	VERA ALARCON NICOLE
27	VILLON REYES DANIELA



STUDENTS' ATTENDANCE
CONTROL GROUP - EIGHT "B"



STUDENTS' NAMES	
1	AGUILA GAIBOR MARIUXI
2	ASES MIRANDA MELANY
3	BALLADARES ESCOBAR KEYLA
4	CHAMORRO NIETO LILIANA
5	DIAZ GUIJARRO DAVID
6	ENRIQUEZ SUAREZ CRISTOPHER
7	ENRIQUEZ VELEZ JHON
8	FOGACHO LINO BYRON
9	GAMBOA MORA MARIA ROSA
10	GAME RODRIGUEZ MELINA
11	GARIJO CUEVA NAHIM
12	GAVILANEZ NARANJO ANGIE
13	HERNANDEZ CASTRO RAFAEL
14	LARA AGUIRRE LADY
15	LEON MENDEZ MAICOL
16	MATUTE AGUIRRE FABRICIO
17	MEDINA MEDINA BRIDNEY
18	MORI RUIZ JEREMY
19	PINELA CADENA AMY
20	POMA RUANO ELIANA
21	QUINTERO SAMANTA
22	RAMOS MIRANDA NAYELI
23	REINOSO TORRES ANDRES
24	RODAS GAIBOR EMILY
25	ROMERO VIZUETE PAULA
26	SALAS PACHAR SAMANTA
27	SANCHEZ BAJAÑA GUILDA
28	SANCHEZ JIMENEZ ANA MARIA
29	VELEZ FUENTES ROMINA
30	VILLON RONQUILLO FERNANDA



CONSULTING PROGRAM TEACHER OBSERVATION



Teacher: _____	Course: _____	Date: _____
From: _____ to _____	Observer: _____	

OBSERVER: On the back or a separate paper, describe what you observe while sitting in the classroom. A formal observation should NOT be LESS than 40 minutes. Circle the lesson that most clearly represents what you observed. See the chart below to calculate score. Do NOT leave the COPY with teacher until AFTER class (and you have been able to talk to him/her)

	Definitely Agree	More or Less agree	Disagree	NOT APPLICABLE
	6.7	4.7	1.7	NA*
1. Teacher seems prepared and moves smoothly from one activity to another.				
2. Teacher follows weekly plan.				
3. Chairs are appropriately arranged for the task.				
4. Board work and visuals are clear, organized, and efficient.				
5. Teacher contributes to a generally positive atmosphere.				
6. Teacher motivates students' participation.				
7. Teacher provides opportunity for more Ss talk than T talk.				
8. Errors are managed appropriately.				
9. Teacher uses questions that get students talking.				
10. Teacher offers appropriate feedback.				
11. Teacher checks understanding.				
12. Teacher speaks English adequately.				
13. Effective group work/pair work is evident.				
14. Instructions are clear and brief and explanations are effective.				
15. Teacher treats students with respect.				
TALLY checks (√)				
FINAL SCORE:				

DATE: _____ T. Sig. _____

Score Interpretations	
96.1 - 100 =	Excellent
87 - 95 =	Very good
77.7 - 86.6 =	Satisfactory
60 - 77.6 =	Improvement
59.9 - Less =	Unacceptable.

Modifications for scoring with "NOT Applicable" (N/A) checks.			
# of NA's	Pts. For Fully Agree	Pts for +/- agree	disagree
0	6,7	4	0
1	7,2	4,3	0
2	7,7	4,6	0
3	8,4	5	0
4	9,1	5,5	0
5	10	6	0



SURVEY TO THE STUDENTS



This survey is part of the research, in order to get the bachelor's degree in English Language Teaching from "Universidad Laica Vicente Rocafuerte de Guayaquil". Please read it carefully and write and x in the box according to your opinion as honestly as you can.

The information provided will be confidential, and the data will be analyzed carefully in this research project "Application of Teaching Techniques to Improve Eighth Grade Students' English Grammar Proficiency at Liceo Cristiano High School During the School Year 2.015 – 2.016."

Thanks for your valuable cooperation.

Directions:

Write and "X" in the correct box according to your opinion before

No.	QUESTIONS	YES	NO	A LITTLE
1	DO YOU ENJOY LEARNING ENGLISH?			
2	IS YOUR ENGLISH CLASS INTERESTING?			
3	DO YOU LIKE LEARNING GRAMMAR?			
4	IS ENGLISH GRAMMAR DIFFICULT FOR YOU?			
5	DO YOU UNDERSTAND WHEN YOUR ENGLISH TEACHER EXPLAINS GRAMMAR?			
6	WOULD YOU LIKE TO LEARN GRAMMAR THROUGH GAMES AND SONGS?			
7	WOULD YOU LIKE TO LEARN ENGLISH GRAMMAR THROUGH MOVIES AND VIDEOS?			
8	WOULD YOU LIKE MORE ORAL SPEAKING PRACTICE TO REINFORCE YOUR GRAMMAR PROFICIENCY?			
9	WOULD YOU LIKE MORE INTERACTIVE ENGLISH GRAMMAR CLASSES?			



ENGLISH GRAMMAR PROFICIENCY TEST



Student's name _____ Course: 8th Liberal Arts _____ Score: _____

Teacher's name: Gabriela Suasti Argudo

I.- THE VERB BE

Read and circle the correct option. (5 points)

Example: You are a good student.

a) are b) is c) am

1 She _____ happy.

a) are b) be c) is

2 I _____ eleven.

a) am b) is c) are

3 Luis _____ from Brazil.

a) am b) is c) are

4 Leo and Javier _____ from Colombia.

a) is b) are c) be

5. We _____ Spanish.

a) am b) is c) are

II.- SUBJECT PRONOUNS

Read and circle the correct word. (5 points)

Example: How old is he / they ?

6. *I* / *You* am Ecuadorian.

7. *She* / *It* is my sister.

8. *You / It* is an eraser.

9. *They / I* are 16.

10. *We / They* are British.

III.- POSSESSIVE ADJECTIVES

Read and complete the sentences with the correct possessive adjective. (5 points)

Example: This is my pen.

11 I'm from the U:S, but _____ father is from Peru..

12. The boys are brothers, _____ parents are Spanish.

13. Where's Maria? _____ keys are on the table.

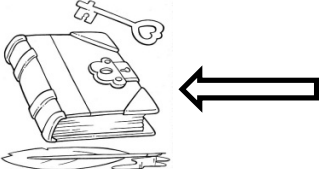
14. David is my friend. _____ family is from France.

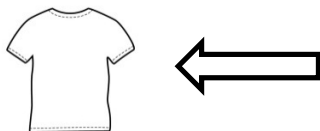
15. It's a nice dog! What's _____ name?

IV.- DEMONSTRATIVE PRONOUNS

Look at the pictures and circle the correct word.

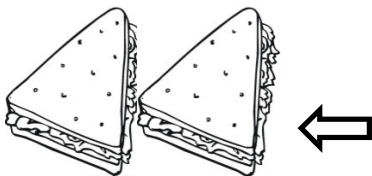
(5 points)

Example:  What's *this* / *that* ?
It's a diary



16. What's **this** / **that**?

It's a t-shirt.



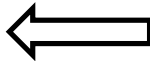
17. What are **these** / **those**?

They're sandwiches.



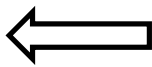
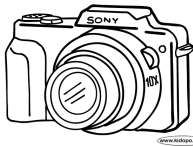
18. What's **this** / **that**?

It's an ID card.



19. What are **these** / **those**?

They're shoes.



20. What is **this** / **that**?

It's a camera.

V.- PLURAL NOUNS

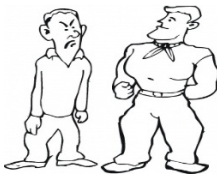
Look at the pictures and circle the correct answer. (5 points)



Example: They are **apples** / apple's



21. They are **childs** / **children**



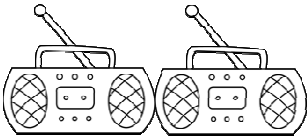
22. They are **mans** / **men**



23. They are **women** / **womens**



24. They are **watchs** / **watches**



25. They are **radios** / **radioes**

VI.- POSSESSIVE'S SINGULAR AND S' PLURAL

Read and circle the correct answer. (5 points)

Example: It's _____ bike.

- a) Gary's b) Gary c) Garys'

26 They are my _____ backpacks.

- a) friends' b) friend's c) friend

27 They're _____ brothers.

- a) Sarah b) Sarahs' c) Sarah's

28 He is _____ father.

- a) Bernards' b) Bernard's c) Bernard

29 These are _____ keys.

- a) Justin's b) Justin c) Justins'

30. These aren't my _____ books.

- a) teacher b) teachers' c) teacher's