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**STUDENTS' PERCEPTIONS ABOUT
SIGNIFICANT GRAMMAR TEACHING AND
LEARNING AT 'PRESIDENTE CARDENAS'
SECONDARY SCHOOL**

A thesis submitted to the school of languages for the degree of

**LICENCIATURA EN LA ENSEÑANZA DEL
INGLÉS**

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Students' perceptions about significant grammar teaching and learning at 'Presidente Cardenas' Secondary School

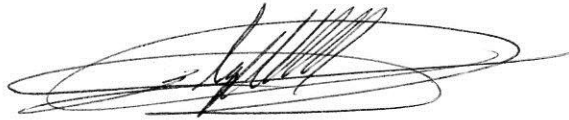
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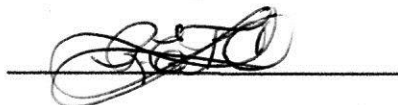
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KEY TERMS

Attitude: A set of personal feelings, opinions or biases about races, cultures, ethnic groups, classes of people, and languages (Brown, 2003).

Autonomy: Individual effort and action through which learners initiate language, problem solving, strategic action, and the generation of linguistic input (Brown, 2003).

Awareness: Cognizance of linguistic, mental, or emotional factors through attention and focus; conscious attention. (Brown, 2003).

Curriculum: Is related to the contents of courses as well as the teaching methodology and the objectives to achieve in an educational institution (Richards, 1992)

Evaluation: Is concerned not only with the product or results about some language that students learn, but it can be a method of knowledge that is achieved (Long, 1993, p.9)

Grammar: Is the way in which words are put together to form proper sentences (Oxford, 2000)

Goal: Can be express what the teachers and learners must achieve (Long, 1983, p .9)

Input: The process of comprehending language can be listening and Reading (strakova, 2007)

Language learning strategies: Are procedures that the students choose in order to increase the learning in another language, using different types of knowledge (Cohen, 1998, p.4)

Materials: Are things which are utilized by instructors or students in order to make second language acquisition easier (Tomlinson, 1998)

Methodology: In a language relates to the steps and techniques applied to implement the syllabus (Richards, 1995).

Objectives: Express the specific ways in which the goals will be achieve (Richards, 1985, p.17)

Strategy: Any number of specific methods or techniques for approaching a problem or task; modes of operation for achieving a particular end; planned designs for controlling and manipulating certain information (Brown, 2003).

Task: A classroom activity in which meaning is primary; there is a problem to solve, a relationship to real-world activities, with an objective that can be assessed in terms of an outcome (Brown, 2003)

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ABSTRACT

Nowadays teaching grammar is considered an important component in learning English as a foreign language. Teachers play a relevant role in English classrooms when they are presenting grammatical structures to teenagers especially when working with large groups.

The aim of this investigation was to explore a group of students at secondary school along with their teacher, and identify their view points about grammar teaching and learning. The study also aimed to identify suitable strategies and teaching techniques to make students` learning of grammar enjoyable.

Findings reveal that when appropriate strategies are used when teaching grammar to young learners, taking into account issues such as: age, size of the group, students` interests and so on, grammar becomes significant and meaningful for them. This, therefore, may highly contribute to the students` engagement in the class activities.

CHAPTER I: INTRODUCTION

Over the years the teaching of grammar has remained as a central component in most English language teaching (ELT) classrooms worldwide. In Mexico, English is the most taught foreign language in schools and its influence has permeated most institutional curriculums across the country. The relevance of English in most fields of knowledge, has led local governments to incorporate English as a central component of official programs from elementary to university education.

In public secondary schools students often face some problems in relation to the teaching of grammar in their English language lessons. The problem emerges when teachers teach the grammatical structure to teenagers (12-15 years) in secondary school. Most of the times students get bored in their language lessons, especially when they are presented grammatical structures. Very often the learning of grammar turns unpleasant and tough for learners. On the other hand the teaching of grammar has become challenging for teachers in the public system who normally cope with large groups, with between 40 to 50 students on average. At this point it is worth saying that in public secondary education in Mexico, groups are normally larger than 40 students and up to 60 students in some contexts. Since learners are people with different interests, feelings, and personalities, teachers should be more careful considering such variety of backgrounds.

The teaching of grammar has traditionally been a complex task for language teachers, especially in terms of having the students' attention. Most of the times students label the teaching of grammar as boring, tedious, and difficult to understand. This has led most students to refuse having any grammar instruction. In such cases, teachers need to incorporate new techniques and approaches in the classroom, to improve the student's learning of linguistic structures of the target language, within a context of satisfaction, acceptance and enjoyment.

Grammar is an important part of English because it shows the principled manner to build up the English language. According to Nordquist (1999, p.98) "Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor meaning and effectiveness of the way we and others use language." This investigation therefore aims to explore how teachers in charge of large groups can turn the teaching of grammar significant.

1.2 Purpose of the Research

The purpose of this research is to analyze a group of students' perceptions about the strategies that their language teacher uses in the teaching of grammar. The study also explores some strategies to make grammar more appealing to the students and proposes how to make grammar lessons interesting and meaningful for learners by the use of likeable strategies. The study also shows how the use of suitable teaching techniques can make the teaching of grammar effective for teachers and enjoyable for learners.

1.3 Context of the Research

This investigation was carried out at a public Secondary School called “Presidente Cardenas”. The school has six groups in each of the three levels. Each group is composed of between 45-50 students on average. The lessons last approximately 50 minutes each.

1.4 Participants of the Research

The participants in this research are students between 12-15 years old, (teenagers). The study focuses on one group of third year. It is in the final year of study when students are supposed to be aware of basic grammar structures and is when they know most of the language teachers’ approaches to teaching grammar. This study therefore addresses the following research questions.

1.5 General Question:

1. What are third year students’ perceptions about significant grammar teaching and learning at secondary school “Presidente Cardenas”?

Specific Questions:

1. Why is it important the teaching of grammar in the language lessons?
2. What teaching strategies can make grammar teaching significant?
3. What are students and teacher’s perceptions about grammar teaching?

1.6 Significance of the Study

This research aims to explore students and one teacher's opinions about how to teach meaningful grammar, the study also examines how teachers can use effective teaching strategies in large groups in order to make the teaching of English grammar interesting. The findings from this study are expected to help teachers from the context under investigation, to make their grammar classes significant for learners. The findings will also help other teachers working in contexts similar to the context of this study.

1.7 Organization of the Thesis

The thesis is organized into five chapters. Chapter one introduced key issues about the study. Chapter two will provide the theoretical support to this study. Chapter three will describe the methodology implemented in this research. Chapter four will analyze and discuss the data analysis and results and Chapter five will sum up the conclusions of the investigation.

1.8 Conclusion

This chapter presented key concepts about the investigation. It described the problem, the participants, the research context and the research questions. The next chapter will provide a theoretical framework of the study.

CHAPTER II: LITERATURE REVIEW

This chapter aims to review literature relevant to the aims of this investigation, the chapter first discusses the concept of large groups and analyses some of its interpretation, then it explores grammar definitions. After that, it discusses classroom management and some teaching techniques to promote significant grammar learning and teaching in the language classrooms; it finally reviews the main features of teenage students as language learners.

2.1 Working with Large Groups

Teachers coping with large classes might be tempted to give up, thinking that there is no chance to succeed with so many students to teach. The problem is, however, that we assume that learning occurs in proportion to the class size, and we tend to believe, that the smaller the class, the more effective teaching and learning. However, research shows that class size does is not in proportion to the students' learning. Students in large classes can learn just as well as those in small ones. What counts is not the size of the class, but the quality of teaching.

2.1.1 Defining Large Groups

According to Hayes (1997, p .141) "there is no quantitative definition of what constitutes a large class, as people's perception of this varies from context to context". In some language schools a class with 20 students may be perceived large, in Lancaster University project an average number of the large class is around 50, while in China, a large class generally refers to that of holding 50-100 students or more, which to some

foreign teachers may be super large. It can be seen that in different contexts or cultures, people have different degrees of tolerance of class size. Therefore, large a class is one with more students than the teacher prefers to manage and available resources can support, from this point of view, large classes are usually considered to pose insurmountable problems for teachers.

In this vein, Rhalmi (2012, pag. 5) asserts that “It is difficult to have definition of what a large group is. In some countries, a class with 25 students is not considered at all problematic because in other countries, like Mexico, a class can include 45-50 students”. For teachers is a big problem because they have to face even more than 50 students.

2.1.2 Teaching to Large Groups

In most public secondary schools it is difficult to work with large groups. According to Brown (2001, p.65) “teaching teens is a challenge for the teachers because teenage student cross through a stage of transition, confusion, self-consciousness, growing and changing bodies and minds”. They are between childhood and adulthood. This makes the class environment heavy and without energy creating difficult atmosphere for the students.

One of the problems in large groups is that not all the students pay attention on the board, because of many distracting factors which might include: their classmates, noises, and other contextual issues. Another important problem in a large group is when teachers explain a topic on the board and present some grammar structures since many

students cannot read what is on the board, so they get confused. As a result, they can get frustrated about grammar learning, even with large groups, it is difficult to get a satisfactory knowledge of student's needs because every student learn in different way.

It is difficult to control what happens when the group reaches a certain size. Hayes (1997, p.93) thinks the ideal size of language class is 30 at the most, because only under such a scale can offer enough chances for the students to communicate with each other. Hayes classifies the problems associated with teaching in large classes into five categories:

- 1) Discomfort caused by the physical constraints
- 2) Control problems (discipline aspects)
- 3) Lack of individual attentions
- 4) Difficulty on evaluation
- 5) Problems of charging learning effectiveness.

These problems can be physical, psychological but to a great extent technical. Harmer (2000, p. 143) finds out in his study that large classes bring difficulties to both teachers and students and process of teaching and learning. It is difficult for teachers to contact with the students sitting at the back and for students to get the individual attention, and it is even impossible to organize dynamic and creative teaching and learning sessions. Most importantly, large classes are especially daunting for inexperienced teachers. This also indicates that teachers need more technical strategies in large classes.

2.1.3 Coping with Large Classes

According to Moore (1989, p.7-11) the use of suitable strategies can facilitate teachers' work with large groups. Some key strategies may include:

- Use a teacher's notebook: Attach a small notebook and pen to your belt loop. Take notes while you are monitoring pair or group learning. Review common errors as a whole group after an activity is complete.
- Spread out: Find another space that your class can use for energetic whole group activities. Find a lobby or spare classroom in the building that your students can spread out into when they are preparing a project or performance. Take students outside if there is no indoor space available.
- Create a participation grade: Make homework and attendance count by doing regular checks and making it part of their final grade. Giving a daily exam tip also encourages attendance.
- Encourage competition: Establish a fun and competitive atmosphere within the class, by dividing the class into teams. You may change the teams once in a while or leave them the same throughout a semester. Teams can win points for certain accomplishments (If noise and behavior is a problem, students can lose points too.).
- Relax: Find ways to relax before class so that you don't feel anxious. Never attempt to prepare a lesson in the morning, right before class. Always have a

water bottle handy. Always have an extra activity on hand in case something doesn't go as you expect it to.

- Establish trust: Learn unique ways to remember names and do your best to get to know something about each of your students. Create a seating chart on the first day and ask students to stick with it for a while. Tell your students at least one or two things about yourself beyond your role of teaching.
- Manage the noise: Establish a signal that you want your class to stop what they are doing and listen. This should be done from the first day, so that students become accustomed to it right away. Be careful not to use gestures or sounds that would offend anyone.
- Reduce marking and preparation time: Design quizzes and tests in a way so that you can reduce the amount of marking. Use peer evaluations when possible. If students submit journals, just read them and leave a short comment and/or suggestion, rather than fixing every grammar mistake. Designate a specific time when the teacher's room is slow to do most of your photocopying for the week. This will save you from feeling guilty for taking up the photocopier for a long time when another teacher only has a few copies to make.
- Enforce a late policy: Notify students of your late policy on the first day and stick to it. For example, do not let students enter your classroom after a warm-up has ended. If students miss class, make it their responsibility to catch up, not yours.
- Share your e-mail address: In a large class, you will find yourself feeling drained before and after class if you let students come early or stay late to ask questions every day. This alone can make you hate your job, especially if you are not paid

for hours when you are not teaching. Encourage students to e-mail you with questions, and answer them on your own time. If you don't like the e-mail suggestion, try finishing your class ten minutes early once in a while and allow your students free conversation time. Take questions on a first come basis during this time.

As a conclusion teachers need to view large classes from a different perspective and recognize that despite a lot of disadvantages they can also provide many opportunities for teaching and learning. Class size is not the determining factor of teaching efficiency. Teachers need to enhance their innovative awareness and capabilities for developing effective ways for dealing with large classes based on the characteristics of large classes.

2.2 Teaching Grammar

The English language plays a very important role in the National Curriculum. Great demands are made of teachers at secondary schools to teach complex linguistic and grammatical concepts. These requirements are extremely demanding for both teachers and pupils. Pupils at secondary schools also have difficulties with learning grammatical concepts. For that reason I describe some relevant aspects related with teaching grammar.

2.2.1 Issues on Grammar

Nowadays grammar plays an important role in English language teaching. According to Oxford dictionary (2012, p.156), we can define grammar as “the way in which words are put together to form proper sentences”. According to Nordquist (2004, p.98) “Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language”. Phillips (2001p.105) affirms that “grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics.” According to Harmer (1992, p. 11) Grammar is the way in which words change themselves and group together to make sentences. According with Crystal (2011, p.57) “Grammar is the business of taking a language to pieces, to see how it works.”

2.2.2 Challenges in Teaching Grammar

Nowadays grammar is taught in a variety of different ways. Some of these are more suitable for certain learners than others.

Harmer (1992, p .86) “Grammar is not difficult to teach” also Harmer (1992, p.87) affirms that “depends too much in the way that every teacher thinks, because if the teacher perceives grammar as a difficult part of English is obviously that students will think that grammar is complicated.” Teachers should present grammar assuming that

grammar is not difficult. On the other hand, Grammar could be a big problem in students who perceive grammar in Spanish is complicated because they will assume that grammar in English also will be difficult.

Learning grammar therefore can be easy or difficult. Both conditions depend on the way teachers perceive this skill. Teachers as monitors in front of the class are the ones who know more than the students. So the fact that students see their teachers as authoritative persons may help teachers make feel their students that learning grammar is easy.

2.2.3 The importance of Teaching Grammar

The teaching Grammar is the base of English Language, for that reason Grammar is an important role in English language Classrooms. According to Nordquist (2004, p.71). “Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make sentences not only in English but in Spanish or any language. As human beings, we can put sentences together even as children we can all do grammar, but to be able to talk about how sentences are built, about the types of words and word groups that make sentences that is knowledge about grammar. The knowledge about grammar offers a window into the human mind and into our amazingly complex mental capacity”.

Nordquist (2004, p. 99) also mentions “people associate grammar with errors and correctness. But knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar can be part of

literature discussions, when we or students closely read the sentences in poetry and stories. And knowing about grammar means finding out that all languages and all dialects follow grammatical patterns”.

2.2.4 Teaching Significant Grammar Lessons

Teachers should take into account key aspects of large classes, in order to achieve class objectives. According to Harmer (1992, p.123) “the significance of grammar in a large group will depend on the way teachers explain and the activities they implement”. If teachers use some dynamics to carry out the grammar lessons, teachers can help learners learn grammar in their lessons. On the other hand if the students do not have problems with grammar presentation the lessons’ will very likely be successful. The following sections examines some teaching strategies to improve learning in language lessons.

2.2.5 Personalize the Class

When you are working with large classes you have to personalize your class with many aspects. Teacher should implements relevant techniques to catch the attention of the complete class. Carbone (1998, p.123-128) suggested some important points in teaching large classes.

1. Have a seating chart
2. Arrive at class early to greet students as they enter and answer any questions
3. Call roll call during the first few classes

4. During exchanges with students (in and out of class) begin by asking students to identify themselves by name
5. When a student asks a question, move closer to that student when answering it
6. Return students' work with personalized comments, suggestions, invitations to review work during office hours, etc.
7. Hold office hours
8. Hang a sign-up sheet outside of your office to allow students to block off time to meet during office hours
9. Encourage students to come to office hours in groups to minimize the number of times you have to answer the same questions
10. Emphasize willingness to talk with students, answer questions, etc.
11. Ask students to complete a questionnaire or information card including their: identifying information, likes/dislikes, challenges, expectations for the class, etc., and use information to personalize lectures
12. Use a cordless microphone while lecturing
13. Conduct mid-term teaching evaluations or simply ask the students for suggestions

2.2.6 Promoting Active Learning

“It is important that teachers promote an active learning in the class because in order to have a clear idea about grammar lessons”. Carbone (1998, p.138-141)

1. Incorporate a variety of teaching methods (e.g., student led seminars, team assignments)
2. Incorporate 20-minute energy shifts into the course

3. Use visual reinforcement to enhance learning
4. Use interactive lectures
5. Ask questions
6. Encourage students to ask questions
7. Use small groups
8. Encourage problem-solving and critical thinking
9. Include whole class debates, role playing activities, and/or simulations
10. Encourage brainstorming
11. Have speakers
12. Encourage students to turn in written questions; discuss answers during the first ten minutes of the next class
13. Offer extra credit for submitting questions based on quantity and quality of questions
14. Encourage peer feedback

2.2.7 Promote Class Participation

1. Ask questions that require a show of hands
2. Ask direct questions
3. Use surveys
4. Use dyads
5. Use triads
6. Use small groups
7. Use the "think-pair-share" technique

Teachers must follow certain aspects in teaching language with the finality to achieve a goal. Some teachers recommend the use of technology to provide significant learning in classes.

2.2.8 Using Technology

Technology is an important part in the learning process of English. Technology offers many materials practicing grammar lessons. According to Rhalmi (2012, p.7) "Technology ensures that everyone has a better knowledge to increase Learning Grammar".

Technology can help to improve grammar lessons. Technology is a good source in teaching grammar. It provides significant exercises that students can understand more easily. Nowadays Students are more interesting in web sites or another web tool that facilitate the knowledge about English. Teachers can use technology in front of the class because most of the secondary's have a workshop of English (the workshop has a television where the teacher can shows some examples, exercises, activities, or many materials to catch the attention of the students in a large group).

Using the correct technology for students, teachers will have a class enriched with good ways improving grammar lessons.

2.3 Teaching Techniques

In order to teach creativity, one must teach creatively. It will take a great deal of creative effort to bring out the most creative thinking in classes. Creativity is not the only required element for creative instructors. Teachers must also know their fields and know how to create an appropriate learning environment.

2.3.1 Classroom Management

Language teachers should implement some techniques to improve grammar lesson in students with the finality to create effective and positive relationship in students. According to Kean University (2010, p.12) "Classroom management, as applied to teaching, involves everything that a teacher must do to carry out his/her teaching objectives. It includes preparation of plans and materials, structuring of activities into time blocks, direct teaching of skills and subject matter, grouping of pupils to provide for the most efficient use of teacher and pupil time, plans for transition periods, changing from one activity to another or from one place to another, pupil involvement and motivation, and adequate control of pupil behavior".

2.3.2 Classroom Environment

The classroom itself is going to be a factor in the way students act during class. According to Brown (1993, p.35) three different categories should be: sight, sound and comfort, seating arrangement and equipment.

Lowes & Target (1998, p.89) mention how teachers and students should behave in order to get a good class atmosphere:

The teacher has to:

- Be consistent in his treatment of students
- Be fair
- Talk to individuals (do not treat the class as a mass)

Students have to:

- Participative
- Ask the teacher to clear their doubts

If the teacher is able to carry out these categories, students will feel more comfortable and they will be able to pay more attention and participate more actively in class, with these categories teacher will create a good class and effective grammar lesson.

2.3.3 Classroom Presence and Control

Teachers are monitors who control everything inside the classroom. According to Gower (2001 p.119) “A fundamental characteristic of an English Teacher is his voice, you as a teacher need to be clearly and concise for students. Another important aspect about the voice is the time the teacher spends talking, the teacher need to balance the time because grammar not to be very heavy class, grammar need to be clear and precise. “

Organizing your class:

The organization of class will be a determining factor in learning process in students. Hedge (2000, p.56) says “teachers must to organize the class using materials”. The use of materials in the class will help create a significant class. When teachers use materials, students will pay attention on the board and the class will be more interesting for students. The use of materials in grammar can provide an effective learning in students because when you use materials the students are more motivating for use it, with this manner students will participate in class. The teacher should use material according with the age and level of the students, because is a relevant factor to improve grammar lessons, also using an interesting topic can provide immediate motivation for the learners and will create a good class where students are going to put attention on the grammar lessons.

If the teacher brings an activity for grammar, it is also essential to use different types of interaction for example:

Lockstep: It is a traditional pattern in which the teacher tries to teach all the students at the same time. In this particular case, the interaction is T-SS and SS-T

Individual work: This pattern is traditionally used for activities in which the students need to think or pay special attention. The Interaction is taking place from T-S or S-T

Pair work: students will work in pairs. The interaction is from S-S

Group work: Students work in groups. Interaction is from SS-SS

With the help of these kind of interactions students could have a chance to participate in the class. These strategies will be a good alternative to work with grammar lessons.

2.3.4 The Role of Language Teachers in Large Classrooms

Teachers are very important in the classroom learning process. Wright (1987, p.10) says “A teacher has many roles how father, mother, judge, salesman, technician, and more within the role, so, the role sets have beliefs and attitudes which influence the teaching learning process”. Similarly, Celce-Murcia & Olshtain (2000, p.17) affirm that “teachers have a new and very important role to play by becoming personal mentors for individual students, coaching and guiding them to become autonomous learners”. In contrast, Tomlinson (1998, p.246) says that “teachers needs and wants are crucial when the role division between the materials procedures and the users seem to be becoming more and more evident”.

Oxford (cited in Brown, 2001, p.44) explains that a teacher has top lay many roles. One of the them is “teacher as controller who determines what students do, when they should speak, and what language forms the should use”. Another is “teacher as director with could be seen like a conductor a fan orchestra or a director of a drama. Teachers must always be able to engage students in the real-life drama of improvisation”. Teachers as manager are ones who plans lessons, modules and courses, and who structures the largest, longer segments of classroom, but who the allows each individual player to be creative within those parameters”. One more is teacher as facilitator “this role can be described as facilitating the process of learning of making learning easier for students”.

Lowes & Target (1998, p. 65) assert that “the teacher’s role influence on the student’s learning. It be considered like stimuli of students’ interaction. It is useful if the teacher creates and environment in which students can learn and where students are actively involved in the lesson”.

It is important that teachers know about students’ learning, how they learn in order to find the best methodology or activities for catching their attention. Champagne (1995, p.30) says that most of the teachers catch their students’ attention as if all of them learn in the same way, likewise most teachers apply the same tests and evaluate in the same way all their students without thinking all of them are different, and they learn in different ways.

On the other hand Champagne (1995, p.31) maintains, “it would be a chaos if teacher tried to adapt his instruction to all different students in the class” but even if it would be possible, it would not be necessary. The teacher just needs to make some manageable adaptations in their teaching styles without ignoring the differences in student’s rate and learning styles.

2.3.5 The role of the Student

Students are important for teachers. Richard & Rodgers (1998, p.166) “describe the learner’s role within CLT in the following terms: the role of the learners as negotiators between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implications for the learner is that he should contribute as much as he gains, and there by learn in an interdependent way”. Similarly, Richard & Rodgers (1986, p.56) say that “learners are viewed as organism that can be directed by skilled training techniques to produce correct responses, so learners play a reactive role by responding to stimuli and thus have Little control over the content, pace or style of learning”. In contrast Nunan (1996, p.79) says that the “role of students refers to the part that learners and teachers are expected to play in carrying out learning task as well as the social interpersonal relationship between the participants”. In this respect Champagne (1995, P.32) adds “students with learning styles different from yours can learn more easily from you”. I think teachers should take into account that statement because most of the time teachers commit the mistake of teaching students without analyzing what they really need or want to learn. In conclusion, the role of students is necessary to achieve communication with other people.

2.4 Stages in Teenager Development

Children must pass through several stages, or take specific steps, on the road to becoming adults. For Havighurst, (1952, p.23), there are four or five such stages of growth where they learn certain things: infancy (birth to age two), early childhood (ages 3 to 8 years), later childhood (ages 9 to 12) and adolescence (ages 13 to 18). Persons 18 and older are considered adults in our society. There are some who will try to act older than their years, but, for the most part, everybody grows in this same pattern.

Adolescents face a range of developmental issues. Havighurst (1952, p.26) suggested that two important areas included work and relationships. Levinson (1978, p.42) focused on changing relationships and on exploration, while Erikson (1968, p.57) commented on intimacy and commitment to goals. Super (1963, p.38) indicated that exploring and crystallizing vocational choice are important to older adolescents and young adults. What seems evident is that older adolescents and young adult center transitions with the goal of becoming independently functioning adults, as they strive to meet involving personal and career related needs. Rapid and escalating changes in labor market and post-secondary educational opportunities mean that adolescents now are confronted with the challenge of meeting their personal and career needs when neither can offer certainty or a sense of personal control.

Teachers need have many activities for the students can pay attention. Harmer (1999, p.6 & 7) says that “adolescents are perhaps the most interesting students to teach, but they can also present the teacher with more problems than any age group. The students’ attitude has been positively influenced by those around them. We have to remember

that the adolescent are often brittle. They will probably not be inspired by more curiosity, and teacher approval is no longer of vital importance". On the contrary, Tomlinson (1998, p.17) says, "The classes of adolescents are perhaps the most daunting challenge. Their learning potential is greater than that of young children, but they may be considerably more difficult to motivate and manage and it takes longer to build up trusting relationship. One source of guidance about how to teach adolescents successfully are books on developmental psychology". Exists some physical aspects in teenagers that can be an important factor in English language teaching.

2.4.1 Physical Aspects

The physical aspects relate to the students' development, so they are important to describe. Graber (1996, p.128) in this regard asserts "the perceive competence in academic, social, athletic and physical appearance domains are positive related to self-esteem, with confidence in one's physical appearance and social competence having the strongest relations". On the contrary, Higgins & Parsons (1983, p.130) argue that confidence in one's peer-related social skills and one's physical attractiveness. Emerge such salient contributors to adolescents' adjustment to junior high school and probably reflects the impact of changing pressures on adolescents at this particular period of the several investigators have suggested that there is an increased emphasis at this time in both peers and families. On physical appearance, social presentation and popularly apposite sex. Couple with the new and much longer social environment of the high setting, confidence in ones competence in peer social relationship and one's physical

attractiveness may be particularly important protective factors”. In conclusion, physical aspects is one of the most important changes that students have during adolescence.

2.5 Conclusion

The various topics discussed here set out the theoretical foundations for this investigation. The discussion of the selected topics has helped us recognize some strategies and skills required in teaching grammar lessons to young learners taking into account relevant aspects in English Classrooms.

The following chapter will present the methodology used to gather the data for this study, which also describes the research context, the participants, the instruments and the data collection procedures. This study focused on students’ perceptions about significant grammar teaching and learning.

CHAPTER III: METHODOLOGY

This Chapter presents the methodology used in this study. This is a qualitative exploratory research. The chapter provides detailed information about the research setting, the participants, the instruments and the procedures for collecting, analyzing and interpreting data.

3.1 Context

The study was carried out in a public secondary school called “Presidente Cardenas”, the school is located in Puebla City. About the environment of this school, the secondary Presidente Cardenas had small classrooms, equipped with a board with markers, a projector, a laptop and some bond papers on the walls. The study was undertaken in a workshop where students attended once a week.

According to Brown (1993, p.88) “The classroom itself is going to be a factor in the way students act during class”. The research included this information about the students’ classroom and environment because those elements are important in order to get a significant learning.

3.2 Participants

The participants of this research are students from low to middle socioeconomic background in third grade of secondary school. In the class under study, there are 23 male and 25 female students. Their ages range from 12 to 15 years old, (teenagers). It is worth saying that the groups of third year have between 40 to 50 students on average. Each lesson lasted 50 minutes. The teacher’s opinion was also examined.

3.3 Instruments

The methods used to collect data in this study were a questionnaire and classroom observation. A questionnaire, according to Gay and Airasian (2000) is a collection of questions related to a research topic. Vogt (2005) in his dictionary of statistics and methodology describes a questionnaire as something that is generally instructive. Classroom Observation on the other hand, is described by Adler & Adler (cited in Griffie, 1998) as the systematic, intentional, and principled looking, recording and analysis for the purpose of the research. The questionnaire administered to the teacher was in Spanish because the teacher preferred to answer in Spanish. The questionnaire included seven open questions practices (see Appendix 2) in which the teacher expressed a brief narrative of her experiences in class and some strategies that she used in her classes. The first and second question were related to the difficulty of teaching grammar to teenagers and the influence of large group to teaching grammar. The third question was focus on strategies to teaching grammar. The fourth and fifth questions were intended to find information about the use of materials in the class and the appropriate moment to present grammar in the class. The final question aimed to know the participants' opinions about how teachers could improve the teaching of grammar.

The questionnaire applied to the students included seven questions. The questions were written in Spanish because the level of students is that beginners, so in this manner students would understand the questions and will answer the questions more easily.

The questionnaire used for this research was designed using a Likert scale. (see Appendix 1) Most of the items followed a multiple choice design. The questions mainly explored about the importance of teaching grammar in secondary education. The first and the second question were designed to find out the importance of the grammar for students and the complications for them. The question number three is related to the use of materials in the class. The four question was designed with the purpose to obtain information about the significant learning in students. The question five was formulated to express the progress in English Grammar. The sixth and seventh questions intended to find some advices proposed by the students to improve the teaching of grammar. The instrument was applied to the whole class.

3.3.1 Class Observation

One observation was done in order to obtain information about the teaching of grammar. The class observation was organized into two sections considering important aspects in teaching and the roles of students and the teachers. In this format, certain standards were considered such as the group management, the presentation of grammar, the use of material and the time administrated. The observation form was filled out at the end of the class.

3.4 Data Collection Procedure

As a first step, after having obtained permission to apply the instrument to the students. Some days before applying my instruments, the third group “A” was chosen to answer

the instrument. Once in the classroom, it was explained the objective of the study and the reason about it, with the help of the teacher the questionnaire was applied to the students. Students answered the questions in 5-10 minutes and then the questionnaires were collected. After giving the questionnaire to the teacher, it was returned by the teacher two days after. The observation was carried out one day before the application of the questionnaire.

3.5 Data Analysis

The data were analyzed following a set of steps. First of all, the percentages of the different opinions were calculated for each item in the questionnaire using the liker scale, in order to determine what was the overall evaluation given. Some figures were designed to highlight significant outcomes from the study representing students' opinion about grammar lessons and then, the teacher's opinion about the presentation of grammar in classes and to collect the data it was necessary to design an observation format in order to determine some aspects during the class in which teacher applies grammar lessons. This was the way that the investigation was followed to obtain the investigation results.

Finally, some conclusions about teaching grammar in the classroom were drawn. The discussion of such conclusions are presented in chapter four.

3.6 Conclusion

This chapter presented the Methodology used in the study and the subjects, the context, the participants, the research approach, the instruments and data collection were described and discussed. The chapter also includes a detailed description of how the data were collected and analyzed and how the results were obtained.

CHAPTER IV: DISCUSSION AND RESULTS

In this chapter, the results of a survey are presented and discussed, and the answers to the research questions, based on the students' opinions and teacher experience are provided. This chapter includes an observation sheet in which Grammar class is analyzed.

The results will be presented as follows. First of all, the overall results obtained by the students' questionnaire in more detail. Second of all the results obtained by the teacher questionnaire are processed and analyzed. Finally the observation sheet will be show and explained.

4.1 Questionnaire for Students

The strategy includes seven questions related with the importance of grammar in the English Class. The questionnaire was elaborate with the help of liker scale in which the range was one to ten. The rage one marked without importance and the range 10 very important. In this case, students had to qualify themselves in the range one to ten. The total numbers of participants were 43 students. (Can be seen in appendix 1)

4.1.1 Learning Grammar

The first question is related to the importance of learning grammar in order to learn English. The participants mentioned their opinion about the importance of Grammar and they marked in the questionnaire the option that represented their idea.

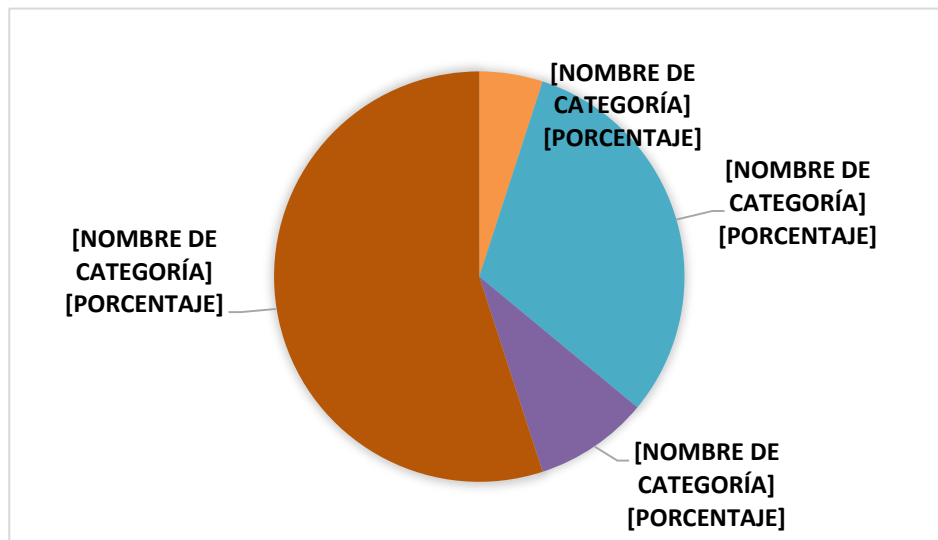


Figure 4.1 **Aprender Gramática es importante para el aprendizaje de Inglés**

As it can be seen, most of the students think that grammar is essential to learn English, this implies that most of the percent of students responded that Grammar is the base to learn English, however, the 31% percent of the group thinks that Grammar can be important but there are other things that involves learning English not only Grammar. Besides the minimum percent of the group point that grammar is not important to learn English.

4.1.2 Difficulties on Grammar

The second question is focus on grammar and the difficulties for the students. The graph shows the results obtained by the participants in relation with the difficulty of Grammar in English Classes.

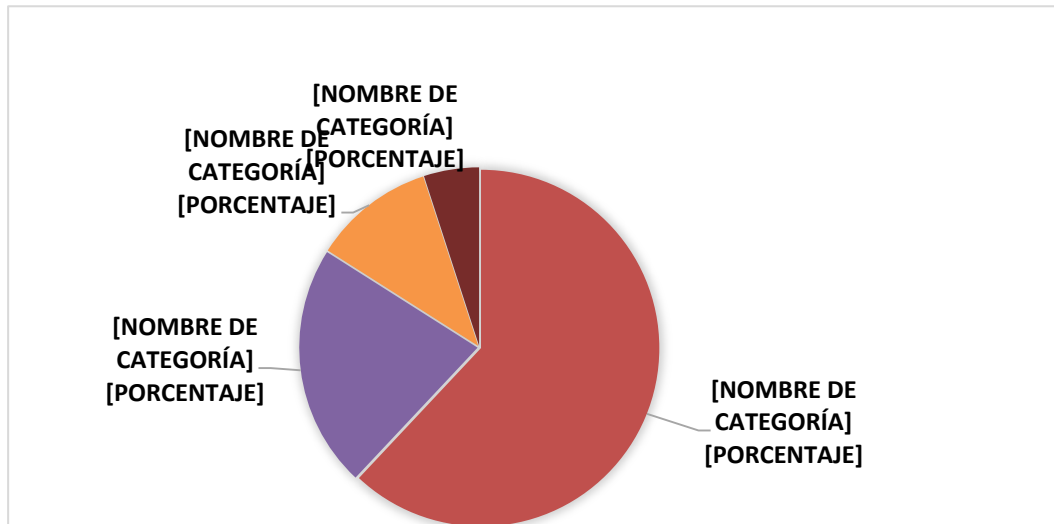


Figure 4.2 **La Gramática es complicada y difícil de entender**

As the figure shows more than half of the students answered that Grammar is hard to understand and refuse the idea of Learning Grammar. The 22% percent of the group think that grammar is not easy but also can be an interesting part of Learning English. The final percent of the students indicate that Grammar is not difficult for them.

4.1.3 Frequency on using Materials

The following question pointed the frequency that the teacher uses materials to present the grammar explanation.

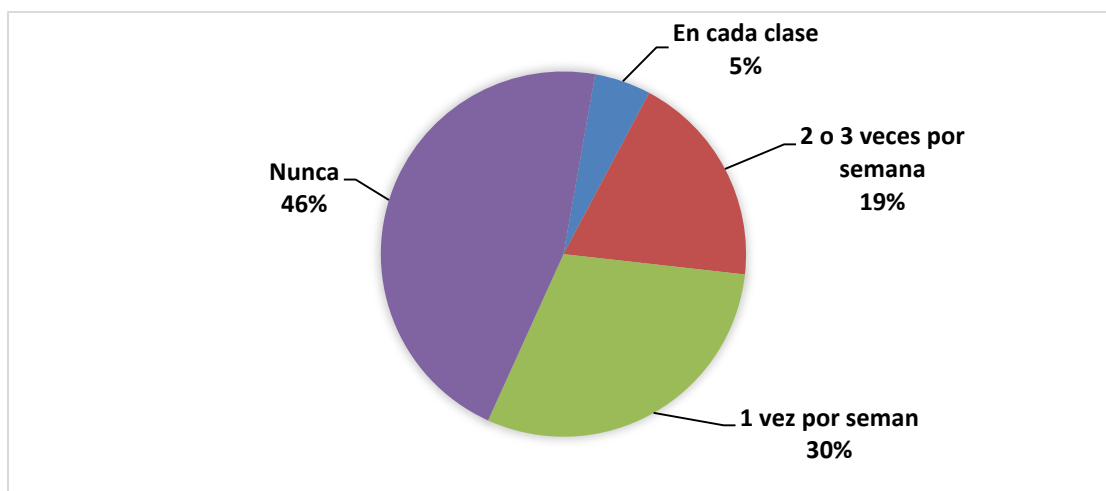


Figure 4.3 **Frecuencia con la que el profesor utiliza materiales para presentar Gramática**

According to the results, the majority percent of the class mentioned that teacher never uses material to present grammar, the other 30% percent indicated only once per week, and finally the 19% and the least percent considered that teacher uses material two or three time per class. This may indicate that students rarely put attention in grammar because teacher never implement materials.

4.1.4 The time of the English Class

The question four is related to the opinion of the students toward the time of the English class and if the class is useful for them to learn English Language.

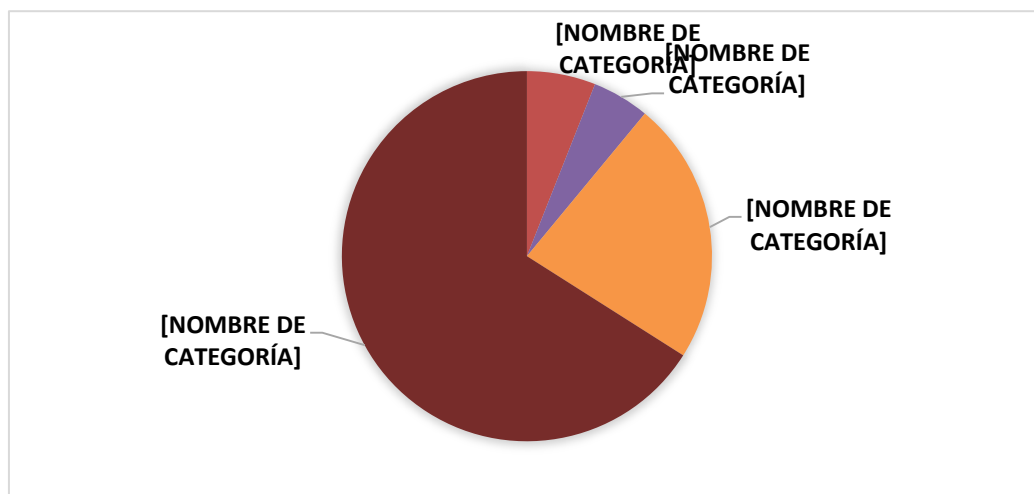


Figure 4.4 **El tiempo de tus clases de Inglés es suficiente para aprender el idioma**

As the figure shows, more than half of the participants believe that the time of English class is insufficient to learn English because this factor is essential in Learning English. The other 23% percent think that can be sufficient the time administrated for each class. The least percent indicated that is to much the time for each class of English.

4.1.5 Students' progress in English

The question five is focus on students' personal opinion about their progress in English.

In this question students put their progress on Grammar English.

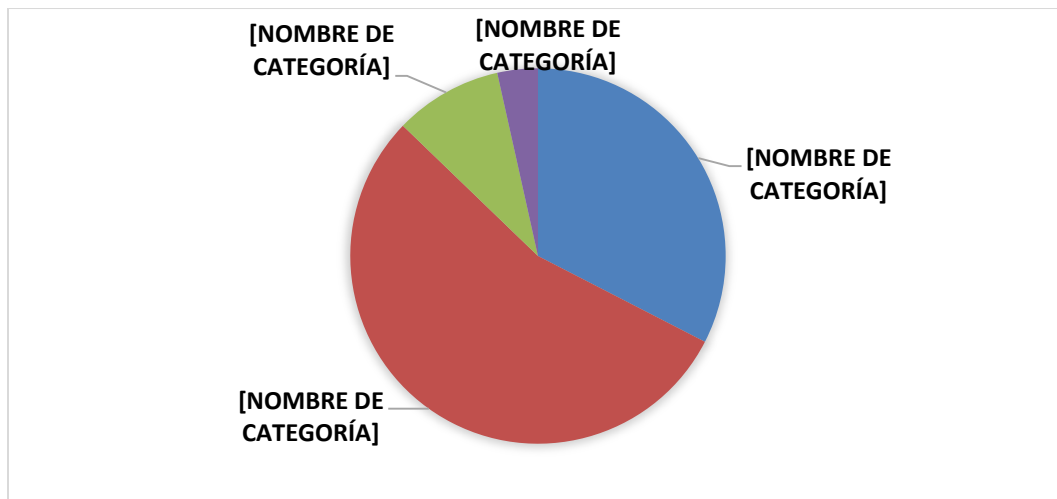


Figure 4.5 **Mi progreso en el aprendizaje de la Gramática en Inglés**

As the figure shows, the 47% percent of students' opinion they are deficient and 28% percent affirm they are in the middle process of learning grammar, besides the 8% and the rest 3% percent do not need help in English Grammar, students consider themselves excellent.

4.1.6 Favorite Materials for Students

The question focuses on preferred material for students to learn grammar. The question was designed according to the students' needs and their favorite materials in English class.

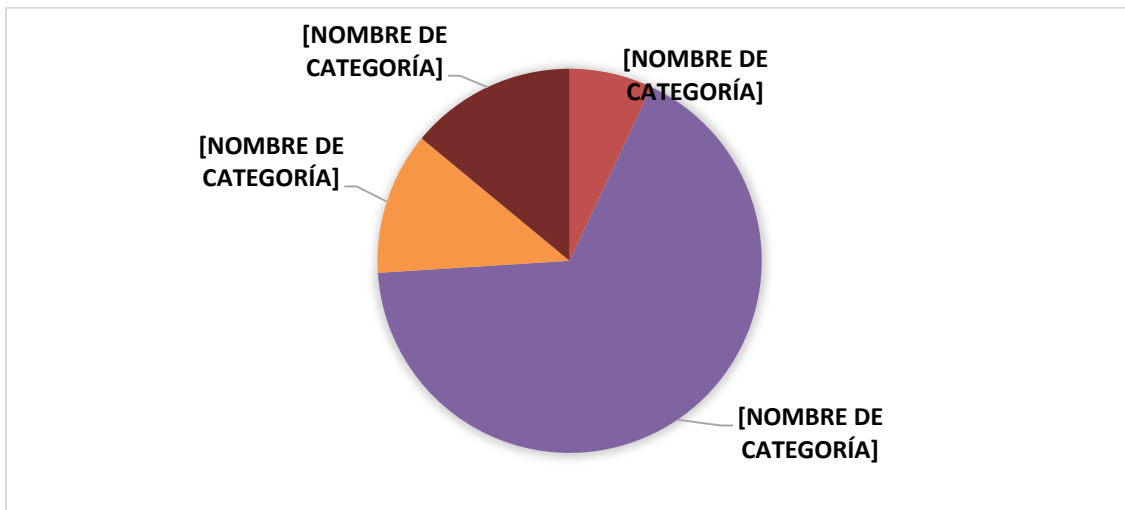


Figure 4.6 ¿Con qué tipo de materiales te gustaría aprender Gramática en tus clases?

As shown above, the majority of the group clearly prefer audiovisual materials to learn grammar, the other 12% percent prefer books, and 7% percent like some copies by other texts, finally 14% percent affirm that web pages are positive aspects in Learning Grammar.

4.1.7 Suggestions by Students in Grammar Lessons

The following question students suggest some materials to learn and improve learning grammar in classes. The question was answered by students related to the favorite materials that the teacher should use in class.

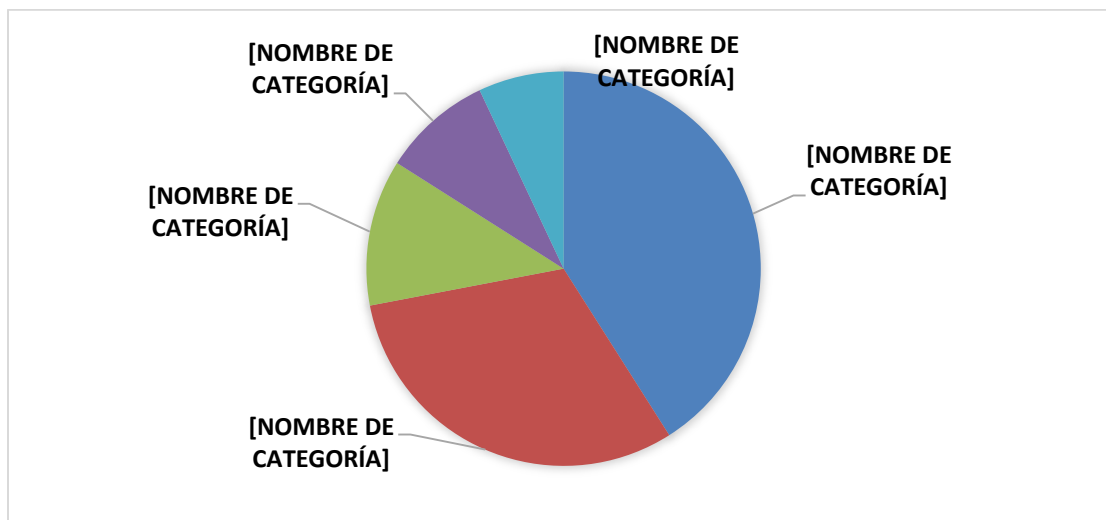


Figure 4.7 ¿Qué sugieres para mejorar tus lecciones de Gramática?

Finally, the last figure shows the material recommended by students to learn Grammar, students seem to be more in agreement in explanations more clearly by teacher because they do not receive a proper explanation of Grammar. As follows the use of laboratory 31% percent, the other 12% percent indicated more time of English class and finally the 9% mentioned extra-classes. These kind of materials are favorites for students to improve grammar classes.

4.2 Questionnaire for Teacher

The strategy includes six open questions related to teaching grammar in English Class. In this case, teacher had to describe the current problem in classroom giving some suggestions to improve the students' learning. (Can be seen in appendix 2)

4.2.1 Difficulties on Grammar Teaching

The first question is focus on how does teacher describe the difficulty to teach grammar to teenagers.

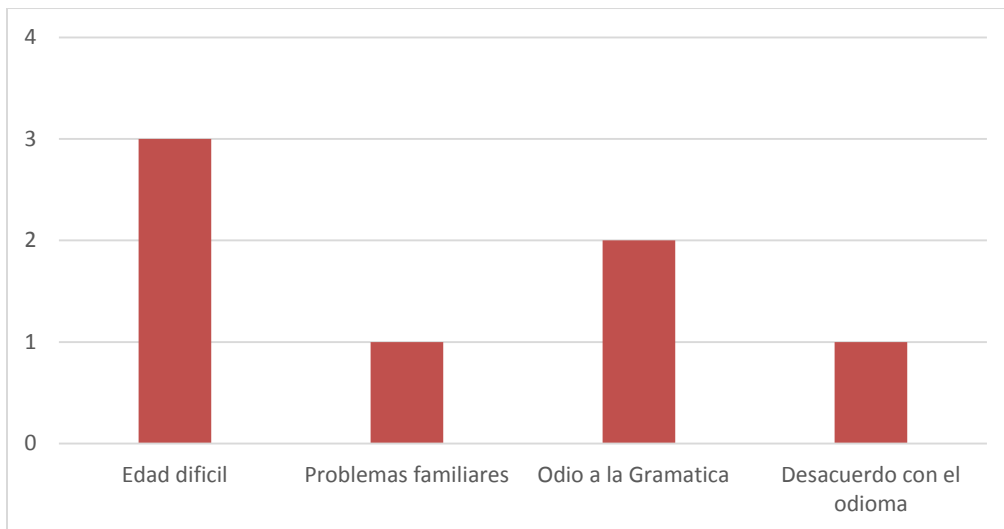


Figure 4.8 **¿Cómo describe la dificultad para enseñar Gramática a adolescentes?**

The response of the teacher tell us some difficulties for her in English class, in this case the major problems is the students' age, because teenagers are students with changing humor, who face many developmental issues, according to teachers' opinion. Other relevant aspects are family problems, students hate Grammar and they do not want to learn English.

4.2.2 Factors that affect Students' Learning

The second question focuses on teaching to large groups, and what factors affect the learning in students.

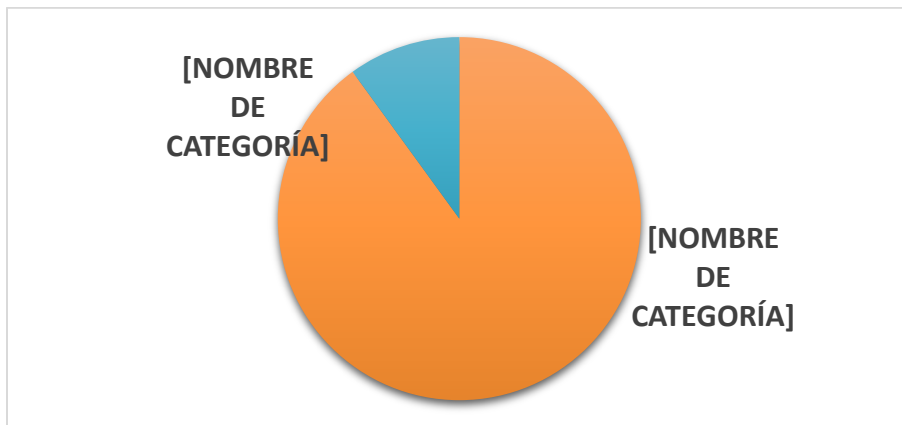


Figure 4.9 ¿Considera que un grupo numeroso influye en el aprendizaje de los estudiantes?

According to the teacher’s opinion, large groups are a determinant factor to teach Grammar, because students’ attention can be lost in most of the times. Teaching large groups is complicated because you as teacher must to control what happens around the classroom.

4.2.3 Strategies presenting Grammar Lessons

The following question is related to the strategies used by the teacher to teach Grammar in the English class to students of secondary education (High school).

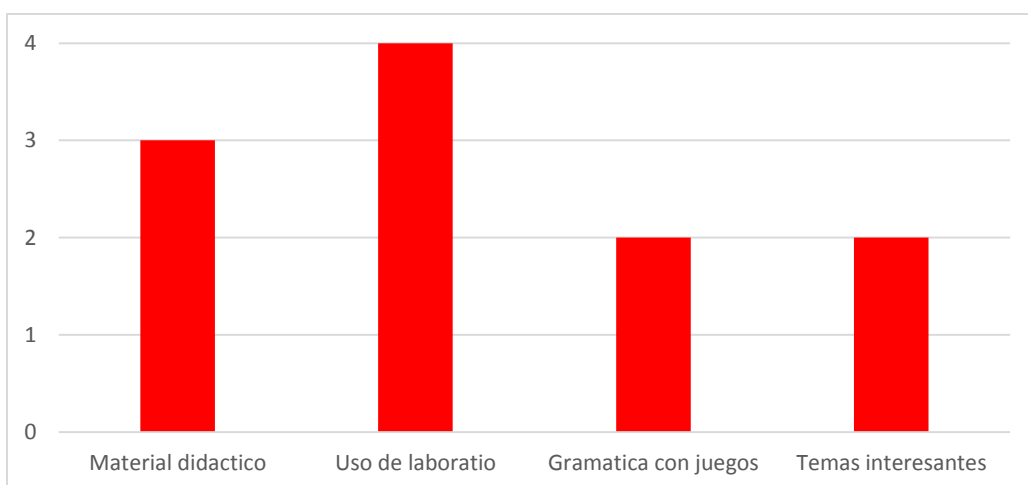


Figure 4.10 Estrategias que lleva a cabo para enseñar Gramática a los estudiantes

The graph shows the teachers' opinion about the strategies; teacher mentioned a list of resources used in her classes. She indicates the use of laboratory as an essential tool to teach grammar, also the use of presenting grammar with some games like dynamics, etc. teacher also mentioned that is important to present grammar with interesting topics.

4.2.4 Materials for improvement Grammar Lessons

The question pretend to obtain information about what kind of material the teacher prefer to use for improve learning Grammar in the English Class.

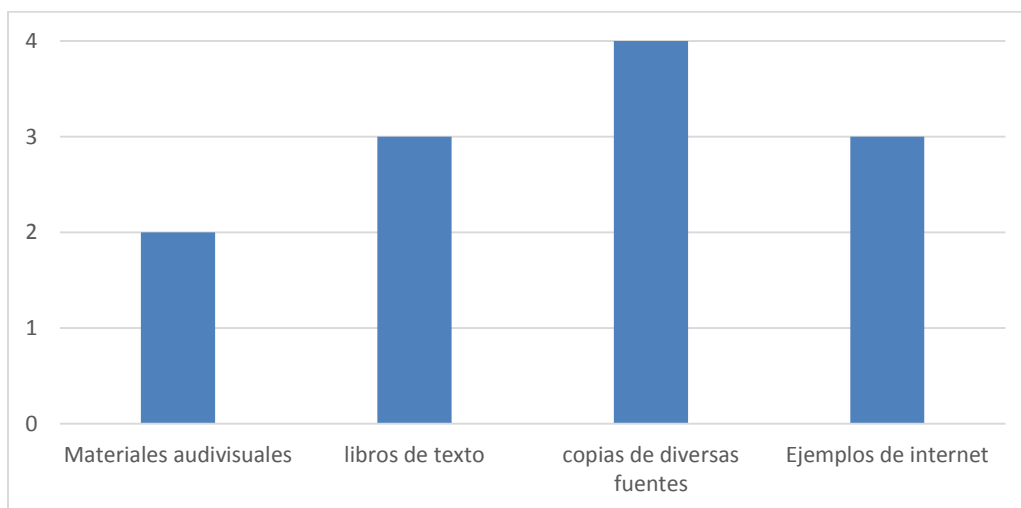


Figure 4.11 **Materiales que utiliza para mejorar la enseñanza de la Gramática**

As it can be seen, Teacher uses copies by other sources like web pages or books to teaching Grammar; also teacher mentions the use of some examples on web sites. Teacher dislikes the idea of presenting grammar with audiovisual materials because large groups are complicated to follow a certain kind of rules in this type of materials. The favorite material to teacher is the use of school's book, because it includes the proper explanation in English and some exercises, however, the books are entirely in

English, making it difficult for the students. The results of the interpretation of the data obtained from the questionnaire indicates that teachers do not consider specific strategies for learning grammar, teachers mostly uses material such as books and copies

4.2.5 Perfect time to present Grammar

The following question is related to the adequate time to present grammar in the English class.

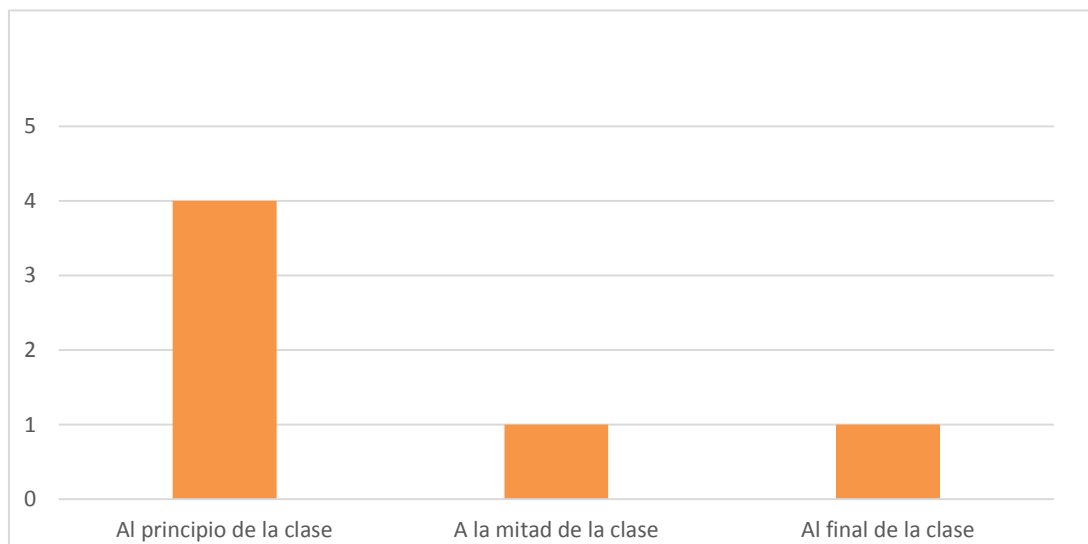


Figure 4.12 **¿Cuál es el momento apropiado para presentar Gramática en clase?**

Teacher indicates that the perfect moment to present grammar is at the beginning of the class, because students are paying more attention when the class starts, the teacher mentioned that students are more distracted in the middle or at the end of the class by factors such as their classmates, the cell phones and other distractors.

4.2.6 Suggestions by the Teacher in Grammar Lessons

The last question is focus on some suggestions by the teacher for improvement the grammar lesson in English class.

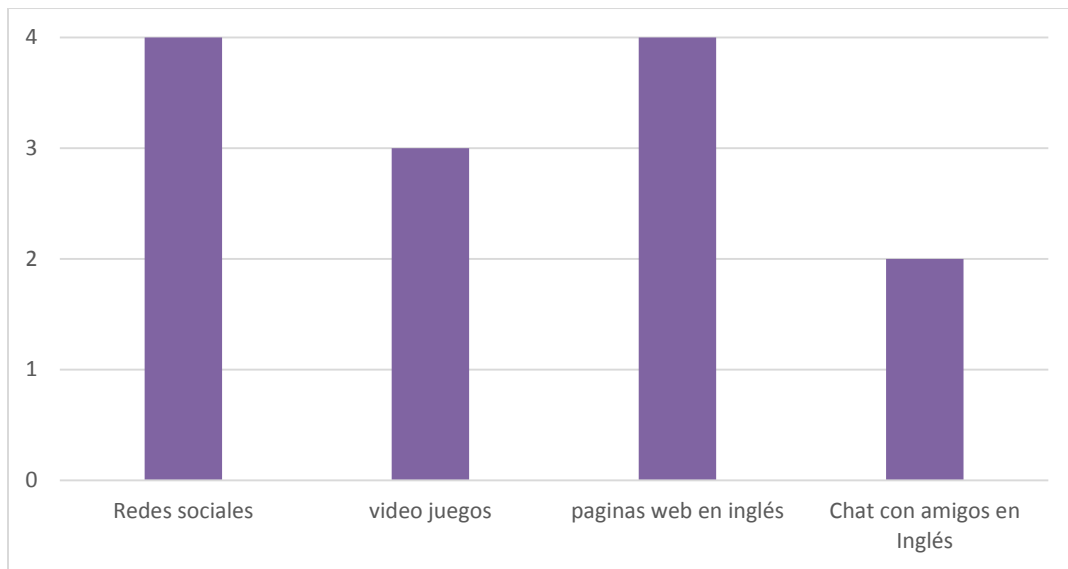


Figure 4.13 **¿Qué propone para mejorar el aprendizaje de las lecciones de Gramática en la clase?**

The results indicates that most of the teachers consider the Internet as a useful tool, also social networks, there is material that can be used, examples mentioned Facebook groups where students can talk to people from other countries and at the same time students watch the correct manner to construct a sentences with coherence and coherence. Teacher mentioned Videogames because she thinks students can find some words that explained the use of some grammatical rules of the English language. The use of web pages where students can find useful material to improve Grammar in English.

4.3 Observation Worksheet

The observation worksheet was designed and divided into two relevant aspects, which were teacher's role and student's role, each aspect was filled at the end of the class. (Can be seen in appendix 3)

Teacher's role

In this section many aspects were observed during the class: objective achieved, motivation, the use of material to present Grammar, the solution about some doubts that students could present in grammar class, also the time administrated for each activity.

The results are showed in the following chart

Table 4.1 observation worksheet.

Teacher's role	YES	PARTIALLY	NO
Teacher motivates students			✓
Teacher uses material			✓
Teacher solves doubts in class	✓		
Teacher administrates time			✓

As can be seen, the observation worksheet shows that teacher do not uses motivation to present Grammar in English class, as follow the lack of material to present the grammar make the class poor without energy. Teacher all the time solved doubts in class with the finality that students learn the grammar structure; during this observation,

the topic was Past Simple. The objective was not achieved, because students were indifferent during the class and only four students asked questions and three made the final work.

Student's role

In this section many aspects were observed during the class: Students were involve during the Grammar explanation, if students ask questions about the topic presented by the teacher, also if the students do the exercises during the class. The results are showed in the following chart.

Table 4.2 observation worksheet.

Student's role	YES	PARTIALLY	NO
Students are involved		✓	
Students ask questions		✓	
Students do the exercises		✓	

As can be seen, students in the whole aspects were partially involve. In the first one students at the beginning of the class are putting attention and were involve during grammar explanation, only four students asked questions about simple past, many students were doing homework of other subjects. Finally, at the end of the class only three students gave to the teacher the final work.

4.4 Conclusion

This chapter displayed the results emerging from a questionnaire and observation worksheet and both instruments was examined in order to determine students' perceptions about their grammar classes and teacher's opinion about the strategies used in Classes. The answers to the questions given by students and teachers were schematized in graphs and tables. I summarize the main issues to emerge from this study in the next and final chapter.

CHAPTER V: CONCLUSIONS AND FINDINGS

This final section summarizes the main findings and outcomes of the research. In addition, the implications of the study, its main limitations, and some directions. Finally, it makes certain specific proposals for future investigations.

5.1 Summary of Results

The purpose of this research was to know what kind of strategies teachers can implementing in grammar teaching making grammar lessons interesting for learners in a public secondary school. More of this information was analyzed in order to give the tables about the strategies that the teacher uses in secondary school. Teacher of third grade was asked with a questionnaire and was observed during her class in public secondary “Presidente Cardenas”, after that a questionnaire was applied to the whole class.

Once the analysis was performed, the results indicated that the teacher uses more copies by different sources, can be books, exercises in web, etc, because it is easier and appropriate for level of the students. Another strategy used by the teacher was the whiteboard, which teacher uses to write the grammar structure with the finality that students can see how to construct sentences using the grammar explanation. There is an important point in this part, because students in the class get bored during the grammar explanation, because teacher do not uses material to catch the students' attention as a result students have lack of interest in grammar lesson. Students on the other hand, do not understand Grammar in English because their interest get lost when

teacher uses the same material in every class, effecting the students' motivation during the complete class. The research proposed that way the use of variety of strategies and techniques to make the class enjoyable for students who are learning grammar lessons in English.

The research questions addressed for this study were as follows:

RQ1: Why is it important the teaching of grammar in the language lessons?

RQ2: What teaching strategies can make grammar teaching significant?

RQ3: What are students and teacher`s perceptions about grammar teaching?

The main findings of this investigation are summarized and displayed in the table below.

Questionnaire for students

Table 5.1 summary of results

<p>1. Aprender gramática es importante para el aprendizaje del inglés.</p>	<p>Most of the students (55%) think that grammar is relevant in the learning of English language.</p>
<p>2. La gramática es complicada y difícil de entender.</p>	<p>The majority of the students (62%) assimilate that Grammar is hard to understand and refuse the idea of Learning Grammar in classes because teacher never uses any type of material or strategy to present it.</p>
<p>3. Frecuencia con la que tu profesor utiliza materiales para enseñar Gramática</p>	<p>Students mentioned that teacher never uses materials or any type of strategy to present grammar (46%) may indicate that students rarely put attention in grammar because teacher never implement something different in English classes.</p>

<p>4. El tiempo de tus clases de inglés (3 horas por semana) es suficiente para un aprendizaje eficaz.</p>	<p>More than half of the students (66%) believe that the time of the class is insufficient to learn. Time is an essential factor in the process of learning English.</p>
<p>5. Pienso que mi progreso en el aprendizaje de la Gramática en Inglés es:</p>	<p>The majority of the students (47%) think that they are deficient in learning grammar because teacher does not support them.</p>
<p>6. ¿Con que tipo de materiales te gustaría aprender gramática durante tus clases de Inglés?</p>	<p>About 67% percent of the students prefer audiovisual materials to learn grammar; they affirm that these type of materials are attractive and useful in order to Learning Grammar.</p>
<p>7. ¿Qué sugieres para mejorar tus lecciones de Gramática?</p>	<p>More than half of the students (41%) suggested explanations more clearly by teacher because they do not receive a proper explanation of Grammar for that reason classes could be boring and stressful for them. Students also mentioned (31%) the use of laboratory more time, in that way they are involve with audiovisual materials.</p>

Questionnaire for teacher

Table 5.2 summary of results

<p>1. ¿Cómo describe usted la dificultad para enseñar Gramática a adolescentes?</p>	<p>Complicated. Teacher mentioned as an important aspect: “teenagers are students with changing humor, who face many developmental issues creating a complicated class because they are talking most of the time”.</p>
<p>2. ¿Considera que la enseñanza a un grupo numeroso influye en el aprendizaje de los estudiantes? ¿Por qué?</p>	<p>Yes. Large groups are a determinant factor to teach Grammar, because students’ attention can be lost in most of the times and teacher must to control</p>

	everything around the classroom.
<p>3. ¿Qué estrategias lleva a cabo para enseñar Gramática a los estudiantes? Favor de describir dos o tres de las que mejor funcionen en sus clases</p>	<p>She indicated the use of laboratory as an essential tool to teach grammar, also dynamics and presenting grammar with interesting topics for students, however, students mentioned that teacher never used these kind of strategies.</p>
<p>4. ¿Qué tipo de materiales utiliza para mejorar la enseñanza de Gramática?</p>	<p>Teacher enumerated materials to present grammar: The favorite material to teacher is the use of school's book, however, the books are entirely in English, making grammar explanation difficult for the students because they do not understand vocabulary, copies by sources like web pages or books to teaching Grammar and examples of web pages.</p>
<p>5. ¿De acuerdo a su experiencia cual es el momento apropiado para presentar la gramática en clase?</p>	<p>Teacher mentioned: At the beginning of the class, because students are paying more attention when the class starts.</p>
<p>6. ¿Qué propone para mejorar el Aprendizaje de las lecciones de gramática en sus clases?</p>	<p>Teachers considered the Internet as a useful sources (social networks) like Facebook groups where students can talk to people from other countries also mentioned Videogames and the use of web pages where students can find useful material to improve Grammar in English, however, some students have not internet in their houses.</p>

Observation worksheet

During this observation, the objective of the class was not achieved because teacher never used material to present grammar; as a result, the time of the class was enough for teacher and the motivation for them never appeared, for those reasons students:

- Never pay attention
- Ask questions but teacher solved doubts partially with a poor explanation
- The class was confusing for students
- Do not the exercise in class

This research gave me much information about the use of strategies and materials to present grammar structures. I can conclude that materials are a good source for students when they are learning Grammar lessons. It is important to mention that teacher should apply more materials during Grammar classes because students will be more interested in English as a second language, also de use of dynamic activities to catch students' attention. I hope that this study will be useful for teachers who are thinking that grammar should be taught like a contemporary way without putting attention in student' likes and interests.

5.2 List of Final Outcomes

Table 5.3

Findings about students' perceptions	Findings related to Grammar
Grammar is essential to learn English, because is the base of the language.	Grammar must be taught using motivation, attractive materials and media resources.
Grammar is hard to understand, however with the help of materials and the teacher it can be easy to learn.	Grammar is not complicated just the teacher should be patient and catch students' attention.
Materials and multimedia resources are revelant strategies to present Grammar lessons.	Encourage the implementation of media and laboratory resources.
The progress in English classes are deficient because teachers do not estimate students' motivation to learn grammar.	The grammar explanation should be easy for students, as teachers create a suitable environment for them. For example seating arrangement.
Students love attractive materials and interesting topics.	The teacher should use attractive topics related to students' likes, interests and realities.
The explanations by the teacher are poor and when students ask questions about grammar the teacher just solves doubts partially.	The teacher should answer the questions related to grammar more clearly in Spanish to answer students' questions.
Students prefer to learn grammar with dynamic activities.	The teacher could apply some dynamic activities to present grammar, this strategy can be motivating for students.

5.3 Implications

The analysis performed and the results suggested that the lack of motivation in secondary school students may be caused by the teacher because she never uses different strategies to present grammar explanation, which is not a positive result, because English is a basic subject for students and teacher should care more about strategies and techniques. Teacher may for example; use materials to present the grammar structure for the students pay attention and understand more easily the class. In addition, teacher should try the use of laboratory more time, because it has a projector in which teacher can explain with the help of videos, pictures and draws the grammar structure, because students in this age are more interested in technology. Finally, teacher should pay attention on students' questions, providing appropriate answer to their questions, in order to clear any doubts and increase students' participation and motivation.

5.4 Limitations

The conclusions of this research are based on the results that were obtained for the group of third grade and the teacher in which applied the questionnaires and the observation sheet inside the public secondary school. An important limitation for this present study is that the teacher has only 50 minutes for class and she does not has time to use a lot of material in the classroom. Another important limitation is that the teacher need to pay the design of each material and the salary per class is poor for them.

5.5 Directions for Further Research

The data collected in this research was analyzed focusing only in two questionnaires one for teacher and one for students and observation sheet in class. For further study a more completely questionnaire for teacher that includes questions about the evaluations of materials and the implementations of some classes where the results would be evaluated.

The implementation of some audiovisual materials designed by the teacher that includes the use of laboratory more time per week could be a relevant strategy in learning grammar lessons.

The problem can be solved if the teacher applies some activities that motivated grammar acquisition in students. At the end of those activities can be evaluated it. For this purpose is necessary change the method to survey. All this is suggested because students have problems with grammar structures and it is necessary to know what are those problems and solve them because it could be a problems not only in this classroom.

The results of this Students' perceptions will be useful for the majority of Mexican Teachers in "secundarias publicas" who all the time face groups with 40- 45 students.

5.6 Personal Conclusion

The development of a thesis has been the most difficult part of my staying at university, because you have to choose a topic and it is not just to start writing, it is a process in which involves many aspects about English language and your personal motivation. I think that this process was complicated and motivating at the same time, however, I enjoyed a lot and I am satisfied with this project.

During the writing of my project, I had to apply many aspects, it was not easy, but I applied the knowledge that I had about grammar, how to write correctly using coherence and cohesion, but the most important thing for me was “to be more sure about myself”.

As a conclusion, this project helped me in my professional development and my personal life.

APPENDIXES

APPENDIX ONE: Questionnaire for Students

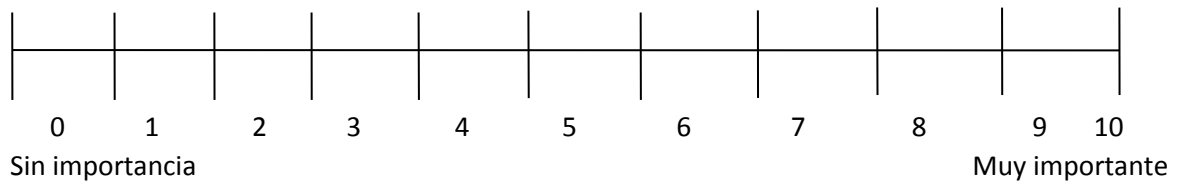
LA IMPORTANCIA DE GRAMATICA EN LAS CLASES DE INGLES

Este cuestionario tiene como propósito obtener información respecto a la gramática en tus clases de Inglés. Tu opinión es importante. Gracias por participar

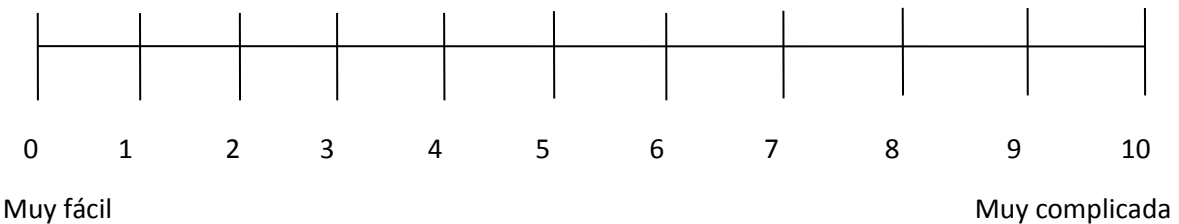
Grado _____ Edad _____

En los siguientes enunciados indica con un círculo el número que represente tu opinión.

1. Aprender gramática es importante para el aprendizaje del inglés.



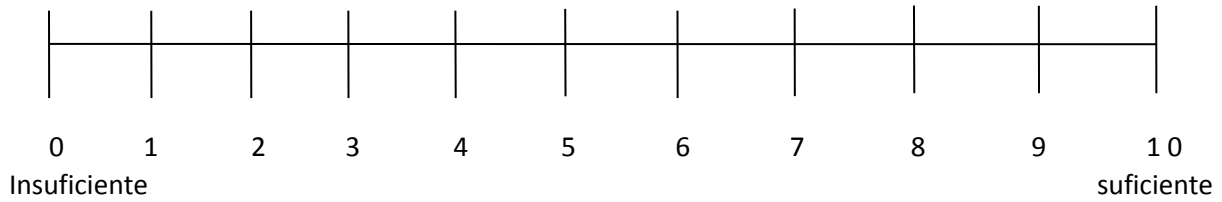
2. La gramática es complicada y difícil de entender.



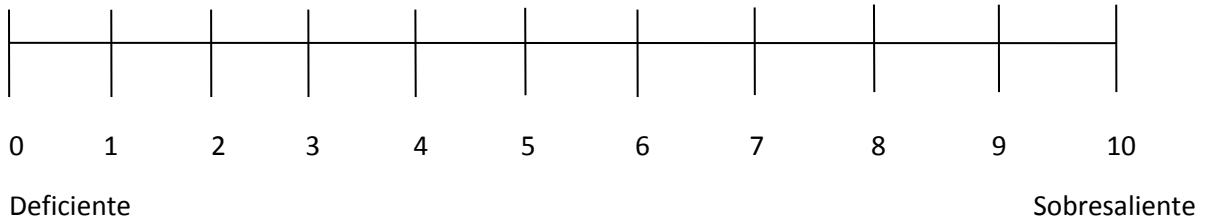
3. Frecuencia con la que tu profesor utiliza materiales para enseñar Gramática

- a) En cada clase
- b) 2 o 3 veces por semana
- c) 1 vez a la semana
- d) Nunca
- e) Otro (explicar) _____

4. El tiempo de tus clases de inglés (3 horas por semana) es suficiente para un aprendizaje eficaz.



5. Pienso que mi progreso en el aprendizaje de la Gramática en Ingles es



6. ¿Con que tipo de materiales te gustaría aprender gramática durante tus clases de Inglés?

- a) Copias de otros textos
- b) Materiales audiovisuales (videos, imágenes, películas, etc.)
- c) Libros
- d) Páginas web
- e) Otro _____

7. ¿Qué sugieres para mejorar tus lecciones de Gramática?

- a) Uso de laboratorio mayor tiempo
- b) Más tiempo de impartición de clase
- c) Más claras las explicaciones del profesor
- d) Libros de texto
- e) Asesorías
- f) Otro _____

APPENDIX TWO: Questionnaire for Teacher

LA GRAMATICA EN LAS CLASES DE INGLES

Este cuestionario tiene como propósito obtener información respecto a la gramática en la impartición de la clase de Inglés. Su opinión es importante. Gracias por participar

1. ¿Cómo describe usted la dificultad para enseñar Gramática a adolescentes?

2. ¿Considera que la enseñanza a un grupo numeroso influye en el aprendizaje de los estudiantes? ¿Por qué?

3. ¿Qué estrategias lleva a cabo para enseñar Gramática a los estudiantes? Favor de describir dos o tres de las que mejor funcionen en sus clases

4. ¿Qué tipo de materiales utiliza para mejorar la enseñanza de Gramática?

- a) materiales audiovisuales
- b) libros de texto
- c) copias de diversas fuentes
- d) Otro _____

5. ¿De acuerdo a su experiencia cual es el momento apropiado para presentar la gramática en clase?

- a) Al principio de la clase
- b) A la mitad de la clase
- c) Al final de la clase

¿Por qué? _____

6. ¿Qué propone para mejorar el Aprendizaje de las lecciones de gramática en sus clases?

APPENDIX THREE: Observation Worksheet

Class observation

Number of students:	Date:
Topic:	Level:

Teacher's role	YES	PARTIALLY	NO
Teacher motivates students to learn grammar			
Teacher uses material to present grammar			
Teacher solves grammar doubts in class			
Teacher administrates time in each grammar exercise			

Student's role	YES	PARTIALLY	NO
Students are involved in grammar class			
Students ask questions about the explanations of the teacher			
Students do the exercises in grammar class			

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