

**Benemérita Universidad Autónoma de Puebla
Facultad de Lenguas**

**Mexican Spanish as a Foreign Language:
Development of Grammar Competence**

Thesis to obtain the degree of:
Lic. En la Enseñanza del Inglés

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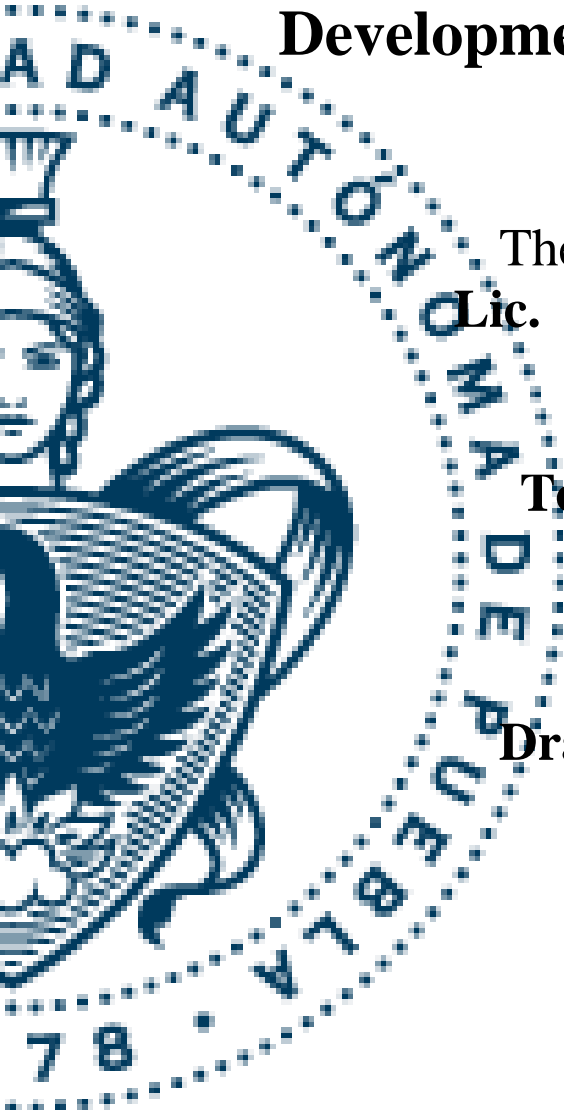
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Facultad de Lenguas

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Lic. En la Enseñanza del Inglés

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Dedicatory

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Abstract

This research is based on a case study that contemplates the development of the grammar competence of Spanish as a foreign language. It is a work that was based on a study phenomenon in teaching and learning by a foreign participant and a Mexican teacher. The main objective is the creation of complete and well-formed grammatical sentences that cover a harmonious structure for the coherence of the communicative message through teaching that contemplates underlying paradigms of innovation in instruction based on the intercultural skills of the participant. Therefore, reference is made to the use of the teaching and instruction method by the teacher so that the participant constructs his own knowledge through learning experiences that contemplate constructive approaches, in addition to an innovative and modern approach to non-traditional teaching.

Chapter 1: Mexican Spanish as a Foreign Language: Development of Grammar Competence

1.1 Introduction

UNESCO (2021) claims that teaching a foreign language involves a learning process to properly acquire the language. The learning context is also an important feature of teaching when students interact with language for developing grammar as a competence. The teaching of Mexican Spanish follows the same learning context process pattern as any other language based on intercultural teaching. Furthermore, as Freire and Carrillo (2011) point out, linguistics is seen as the main branch that drives the development of specific grammatical structures. Foreign university students face the challenge of developing grammatical competence in Spanish through written proficiency. Based on Chomsky (1965), students strive to master this competence professionally, achieving a communicative act to get coherent and harmonious grammar examples by applying inductive reasoning.

According to Cervantes (2020), the formation of well-written sentences allows not only to encode messages that respect grammar rules but also supports understanding and making judgments about grammar. Grammar implies coherence and cohesion for getting a communicative act. Related to this, Chomsky (1965) affirms that the syntactic structure is a subbranch of grammar. Sentences that fully respect grammar rules in the learning process are essential to get a communicative act. This research is a qualitative case study that focuses on the production of the grammar competence to verify if the participant's communicative act is produced. In addition, it is important to mention that the participant under this case study method was guided with constructivist and sociolinguistic approaches to develop grammatical understanding of Mexican Spanish.

1.2 Research Background

According to UNESCO (2017), the lexicon of Mexican Spanish arises from Nahuatl and Maya languages based on the linguistic history of Mexico. As part of the process, Latin as a Romance language led to the development of Mexican Spanish under a mix of languages. Furthermore, Mexican Spanish is unique due to the great evolutionary linguistic changes over time. Several studies by Uriarte, Manzano, and Pinto (2019) and Cervantes (2020) show that Mexican Spanish is the result of a cultural mixture of the Spanish language and the indigenous languages of Mexico.

Some studies Uriarte et al, (2019) argue that from a cultural perspective of the language, the student's linguistic knowledge is fundamental for the understanding of grammatical structures. Studying a new grammar topic, students tend to forget the theory because there is not a consistent idea about the use and application of the theory framework through practice. The development of grammatical competence is challenging in the student since there are no reflective foundations that allow delving into the social and cultural heterogeneity of the language. Social interaction practices lead the students to be reflective through a process called assimilation.

Manzano (2020) claims that teaching must be innovative and nontraditional. Therefore, the training of teachers emerges from recent studies that allow the teaching branch to form an innovative professional profile in teaching. In addition, Uriarte and Cervantes (2020) also argue that teacher training allows teaching to become innovative based on the needs of new learning societies.

1.2 Rationale

Based on UNESCO (2017), Mexican Spanish is a variant with a broad grammatical approach, which is interesting for foreign students. This study shows the language from a cultural perspective based on linguistic historical foundations. As far as I know, the learning process allows students to obtain pure knowledge through a real environment construction supported by direct interaction with language and experiences. In other words, experience is considered as an

important factor in understanding the grammar function through practice in a real environment field of study. As a result, the learning context allows for well-formed sentences. Therefore, the practice of written competence allows us to understand how grammatical structures work when creating sentences based on coherence and structure.

1.3 The Research Context and Location

This case study was conducted at the Faculty of Languages of the Benemérita Autonomous University of Puebla (BUAP). Based on BUAP (2022), the language faculty is one of the most important educational institutions in Puebla. Also, BUAP claims (2022) that the university is considered one of the most recognized locally, nationally, and internationally in the teaching and translation of foreign languages. In addition, the teaching of English, Spanish, German, French, Japanese, and Portuguese are also part of the services of this faculty. Education that will be reflected in the performance of graduated students, the labor market, and the presence in different academic forums. The faculty focuses on the training of teaching, translation, and research professionals to boost the importance of languages from an interdisciplinary and cultural perspective.

The language faculty was chosen to perform this qualitative case study research, which highlights the following approaches: A) the language faculty specializes in training professional researchers, teachers, and translators of academic excellence at the merger of languages and educational trends. B) The faculty promotes innovation under paradigms that underlie the new learning societies. C) the faculty is also characterized by an area of demand based on its professional character by having master researchers specialized in foreign languages. D) the language faculty is recognized as an interdisciplinary institution for professionals around foreign languages based in the curriculum plan design. E) The university also contributes to the development of the communicative competences of foreign languages, such as English, Spanish, German, and more. Finally, the faculty prepares students whose mother tongue is Spanish in the field of language teaching.

1.6 Purpose of the Study

This research highlights the importance of developing grammatical competence through reasoning about how grammatical structures function in sentences to understand the message. Therefore, the purpose focuses on the development of well-designed grammatical structures that denote a coherent and harmonious communicative act.

1.7 Research Questions

This section presents, includes, and shows the research questions of this case study. It is important to mention that the questions are focused on a theoretical framework that includes innovation and transcendence as part of the teaching of Mexican Spanish as a FL. Likewise, constructivist and sociocultural approaches are also essential for the development of grammatical competence.

Rq. 1. In what way does participant's intercultural skills seem to contribute to the development of grammatical competence?

Rq. 2. In what way does teacher training contribute to the development of the participant's grammatical competence?

1.8 Significance of the Topic

Grammatical competence, also called linguistic competence, is a sub - competence of the communicative competence. Therefore, communicative skills allow an indole to interact in a social environment of interaction when interacting. The language is used to express a message through the communicative act. Moreover, to reach this point of linguistic exchange, the participant must be prepared to begin with an appropriate use of grammar. The grammar competence of Mexican Spanish emerges in the development of grammatical structures based on the lexicon it contains.

According to the Dictionary of key terms of Spanish as a Foreign Language (SFL) of the Cervantes Virtual Centre (C.V.C. 2018) "The vocabulary or lexicon can be defined as the set of lexical units of a language. The lexical units comprise what we normally understand by words". Thus, the lexicon of a language is precisely focused on the words it contains. Vocabulary, idioms, and others are important characteristics that differentiate one language from another. (See appendix 1).

As shown in Chart 1 (grammatical categories) the learner is forced to understand pattern structures when learning Spanish through inductive reasoning. To develop the grammatical competence, the teacher encourages the participant to relate to the language as shown in Appendix 1. Once the learner understands such structures, the participant recognizes the words and morphological function, syntax, semantics, and meaning that could be pragmatic according to the case. In fact, the learner develops grammatical competence of the language through grammar experiences such as, writing simple sentences and even the most complex ones to form understandable texts without lack of base elements structure such as verb and subject.

UNESCO (2020) claims that Mexican Spanish is a variant of Spanish that currently prevails with an approximate number of 125 million speakers. Mexico has the largest Spanish-speaking population in the world. Based on UNESCO (2018) Mexico is accredited as one of the most powerful languages in the field of foreign languages in any type of professional field. Through this study, Spanish teachers could contribute to updating teaching in an innovative way by incorporating it into the new curricular design of any institution that has Spanish as a learning subject based on the needs of the new learning societies.

1.9 Thesis overview

Chapter I. It contains an abstract, an introduction, the research background, context, and location research, aims, research questions, and the significance of the topic. It is a general idea about what the development of grammar competence implies.

Chapter II. It contains the research literature review, an introduction, sections of the teaching innovation, a sociocultural approach, sections of the teaching training, constructivism theory and, the development of grammatical competence of Mexican Spanish.

Chapter III. It contains an introduction to the research questions, the qualitative study, the research method, research context, participant, research problem, research design, research instruments, data collection and data analysis.

Chapter IV. It contains the main results obtained from the research tools. The results are constructed with the literature to present them. The sociocultural, constructivism, and behaviorism approach as part of the teacher training and participant learning.

Chapter V. In the introduction, triangulation is presented as a validity method supported by the literature, and the voice of the researcher. Analysis and interpretations of results.

Chapter VI. Conclusions are the final part of the research, the contributions are described, and the relevance of the study is presented. Suggestions for future research and limitations are also described.

Chapter 2: Literature Review

2.1 Introduction

As part of this study, “A literature review is a concept that brings meaning to research. The literature review supports quotes from authors who speak and refer to the subject, giving a contribution based on studies conducted by them” (Studies in Higher Education [SHE], 2017, p. 217-229). The literature review presents some recent quotes that the authors have contributed at the time and a that contributed significantly to the development of grammatical competence and variants that are part of the process. In addition, the literature review intends to give the research validity and significance throughout the study.

2.2 Teaching Spanish in Mexico as a Foreign Language

The Mexican Spanish and the historical and cultural characteristics that have evolved it and adapted it over the years until the modern era (21st century) have allowed Mexican Spanish to subsist as a variant of Spanish as a foreign language for learning. Moreover, Lourdes (2019) maintains that traditional teaching in Mexico focuses on memorization in contrast, Legusov and Maitane (2017) argue that modern teaching must be based on new teaching trends that arises in the new learning societies. The new learning societies are characterized by being autonomous, in which students build knowledge through experiences. Thus, teaching must be adapted to the new societies and the paradigms that education claim. In addition, considering the use of teaching methods related to the paradigms that modern teaching implies are adapted according to the students in the educational field of Mexico.

On the other hand, Cervantes (2020) mentions that teachers in training adapt to the paradigms of modern teaching to achieve the desired results. This argument is critical to teacher training as an effect of teaching Mexican Spanish as a foreign language. Considering that Mexican Spanish differs in its historical and social evolutionary antecedents, it also makes it an attractive

field in the branch of foreign languages, which contemplates transcendence as part of the educational historical background of Spanish spoken in Mexico.

The development of grammar competence in Spanish implies a series of approaches, perspectives, principles, theories, and arguments. Then, the teacher training, modern teaching, the creation of knowledge, etc., are also study approaches from this research. The following section highlights the importance of some teaching-learning approaches, the main objective being to develop grammatical competence in the students.

2.3 Teacher Training Focused on Teaching

Teaching a foreign language links to “an active learning that supports a deep understanding of the course through practice induction” (Adler, 1999. P. 77). According to Alder (1999), it is important to know how the teacher supports the building of knowledge as a moderator through a teaching role that encourages the students to develop theoretical knowledge with practice because, teachers are constantly training. Because of this, teachers face the challenge of applying intercultural skills as part of teaching training.

Alder (1999) also claims that the most important factors for teaching and learning Spanish as a foreign language are: a) the student’s needs analysis, that must be considered to understanding the teaching-learning process in an environment of educational interaction; b) the students learning styles to know how to use an adequate teaching method by the teacher; c) the previous knowledge to know how to teach properly according with the students previous knowledge and, d) intercultural skills that take an important role in the learning process of the language..

UNESCO (2018) establishes that nowadays teacher training is a fundamental in training knowledge. Also, UNESCO (2018) claims that teaching must be innovative based on the new learning societies. Although the teacher is a guide of knowledge and an exporter of culture, the learner must go through a learning process to build knowledge based on experiences through practice. In summary teacher training is in constant innovative change based on new learning societies.

Based on the position on teacher pedagogy for teaching an emphasis is also placed on the same teaching methods with innovative pedagogical paradigms, which contemplate the following approach (2.1 teaching innovation). Of course, this approach depends on the training of teachers to acquire innovative teaching.

2.4 Teaching Innovation

In a recent study, Uriarte (2020) claims that teaching innovation emerged in the 19th-century. It is characterized as a change that has been affecting teachers and students in the learning process over time until the current 21st-century. Teaching innovation is considered an evolutive change in education because it is constantly changing. Uriarte (2020) also claims that teaching has gone from being traditional to innovative mainly due to social factors such as the type of learners, the age, the era, and the environment. Teaching training in favor of teaching innovation allows evaluating the students' needs in a learning context focused on the students. To detect possible changes in teaching and learning based on learning methods, innovation plays an important role in this educational field focused on teaching.

Arredondo (1983) affirms that teachers immerse the students in a social, cultural, and scholar context that allows teachers to support knowledge construction. Then, the student builds own knowledge through an assimilation process in where, teacher must know how to teach through innovative learning techniques and methods. Thus, constructivism plays an important role in the application of teacher and students' intercultural skills as tools to obtain learning in an innovative context.

Uriarte (2020) claims that modern educational contexts are constantly changing, depending on the school curriculum, which is related to basic elements such as objectives, content, methodology, and evaluation. The role of teaching and learning depends on an educational context with receiving agents and moderators of knowledge. In addition, learning a foreign language must be adapted to the needs and learning styles of the student, which allows the creation of contexts adapted to learning needs.

According to Uriarte (2020), it is important to update teaching methods as well as teacher training based on intercultural skills to achieve the objectives and give results to students after creating new teaching hypotheses. It is reiterated, the objective is to unblock grammatical competence based on new hypotheses of innovative teaching. All this leads to an innovative pedagogical approach, which is also linked to the sociocultural approach to language learning; therefore, this sociocultural approach considers the following posture.

2.5 Sociocultural Approach

Richards and Rodgers, (2018) and Harmer (2019) argue that the sociocultural theory is an umbrella term that covers several language teaching techniques implemented in second language learning and teaching classrooms. All this under the educational cultural historical background of students and teachers based on learning contexts as part of sociocultural learning. As part of this, Gibbons (2017) and Walqui (2019) affirm that scaffolding language learning is one of the highly appreciated approaches for enhancing learners' command in a second language by applying teaching techniques. In addition, Wood, Bruner, and Ross (2016) claim that the term *scaffolding* refers to "temporary, but essential nature of mentors' assistance based on sociocultural perspectives" (2016, p. 156).

Silvestri (2012) points out that the sociocultural approach postulates that the development of linguistic processes unfolds in the framework of social life and cultural practices, in a process of social learning interaction. In other words, learning languages such as Spanish is developed by experience. These experiences are created when students interact with the language in a learning context under cultural approaches.

Harmer (2019) also argues that the previous experience in learning and teaching is a main key to teach and to learn under sociocultural paradigms that teachers and students have based on methods, strategies, techniques, and experiences that occur in a cultural context. That is, teachers' instruction is based on education background they received from other teachers. Students adapt

learning styles in this same context under experiences acquired during a process called socialization.

The sociocultural approach leads to a learning approach called socialization. This supports the sociocultural theory with the following posture related with the direct method applied in this study. The application of the direct method takes place during the teaching performance of students. According to Berlitz and Sauze (1872) and Cervantes (2020), the direct method assumes that language is attached by exposure to it, where words and expressions take place, leaving aside the mother tongue. Language is learned by interacting directly with it. It also makes sense with sociocultural theory that involves a direct contact with the language.

2.6 Social Approach

Some studies (Hymes, 1972; Kiato, 1996; Vygotsky, 1978) have implied that learning a language depends primarily on social interaction through a process called socialization. The socialization leads to a process of interaction with the language and the social context in which it occurs. Therefore, the cognitive development is the product of social interaction with individuals that allows a process of social interaction through experiences. Vygotsky (1978) claims that to develop grammatical competence, the student must go through a process of socialization with the support of learning skills by using the language according to sociocultural theory. According to, Vygotsky (1996-1994) the sociocultural theory affirms that learning is based primarily on social interaction.

Hymes (1972), Kiato (1996) and Vygotsky (1978) affirm that once the student understands the theory as the basis of knowledge, the student takes it into practice in real communicative contexts. These opportunities can occur while interacting with native Spanish speakers from Mexico or in scholar communicative contexts. Thus, grammar competence and speaking will be developed because of the development of grammar competence. Having experiences abstracted from the word leads to the acquisition of knowledge.

After having a concise idea about the social approach, it is important to know how it relates to the process of teaching-learning approaches of Mexican Spanish in foreign students. See section

(2.3: Teaching and Learning a Foreign Language). In addition, the sociocultural approach as well as the social approach influence the process of learning for the construction of knowledge, for which this approach contrasts with the following section.

2.7 Constructivism

According to Searle (1995) the constructivism learning theory uses the teacher as a knowledge guide since the teacher guides the student through a learning process in which the student builds an own knowledge from the teachers' instructions. Then, the teacher is the main facilitator of knowledge that allows the learning needs of each student. In addition to Searle, Martínez (2017, p.242) affirms that "Learning is a process of knowledge construction, in which the knowledge already internalized and the representations that students have formed with it will be able to build their own knowledge in this learning process". Searle (1995) claims that learners construct their own meanings through and with the physical environment; the construction of meaning and knowledge is an active and continuous process that requires generating, reformulating, evaluating ideas and hypotheses about the new knowledge that is immersed in an assimilation process.

According to Piaget (1926), whether intellectual development is a process of changes in structures from the simplest to the most complex form, knowledge is the result of constructions that modify a process of assimilation. An assimilation process consists of incorporating external elements into the brain with the pre-existing ones, changing the accommodation to provide new knowledge. For instance, the student's learning process emerges from knowledge and then, the new information is mixed with the existing information to be incorporated into the student cognitive system. The information through a process called assimilation will accommodate this information and as a result, the construction of knowledge will be obtained. Additionally, Abbott (1999) argued that learning is given under a constructivism active branch. For instance, a person learns something new and, incorporates the information with previous experiences and mental structures. Each new information is assimilated and deposited into a network of knowledge and experiences that previously exist in the subject. Learning is neither passive nor objective, in

contrast, it is a subjective process that each person is constantly modifying considering the experiences they possess.

Abbott (1999) also states that social constructivism is primarily the interaction in a learning society that leads to the construction of knowledge. It is established that knowledge can be building through the relationships someone have with the environment in which they live, in turn, this is the interaction of the factors of the social environment; then, new information enters the mind where new knowledge is formed from the person's own perspective, which is the product of the attributes of reality. In fact, students must build their own knowledge based on experiences when directly interacting with the language.

Consecutively, based on Granon and Brooks (1999), constructivism seeks to support, formulate, reorganize, create, or transform the new information that students learn from learning experiences. This is the result of the creation of knowledge which leads to the appearance of a new cognitive foundation based on learning experiences. In this way, students will be able to build knowledge through practice to gain experience.

According to Granon and Brooks (1999), the principal characteristics of a constructivist teacher are: a) boosting the autonomy and initiative of the student, b) using physical, interactive, and manipulative materials, and c) proposing in an experiential way constructivist tasks, such as: classifying, analysing, predicting, creating, inferring, deducing, estimating, elaborating, thinking. To develop this grammar competence, the teacher's work with the student will be based on the control of feedback and knowledge by assimilation of information in the student's cognitive system from this, experiences play a fundamental role. In summary, this thesis discusses what the learning process is like when grammatical competence is developed from the teaching-learning approaches. The following approach leads to understand how such competence should be developed as the main objective of this study.

2.8 Development of Grammar Competence

Manzano (2020) claims that language teaching must be centralized and continuous, i.e., the learning context that allows students to learn the grammatical theory first. To exercise a communicative act, students must learn to recognize grammar structures under a reasoning

approach. How can students produce speech without first supporting them with knowledge? The context plays an important role in a learning process, this also implies respecting a set of rules that includes grammar. Grammar rules allow the creation of grammatical structures as a coherent product, meaning, and purpose. In addition to this, Cervantes (2020) affirms that the development of grammatical competence depends on the application of learning methodologies in a classroom interaction.

According to the Universal Grammar by Chomsky (1965), the development of grammatical competence in the student when interacting directly with the language and after receiving theoretical advice, allows understanding how the grammar of the language works based on theory. Therefore, students analyze how the grammar of the language works to express a concise idea by creating utterances that denote a communicative message. At the beginning, the student must know that a sentence must be composed of the elements (subject+verb+object). Thus, the understanding of such grammatical structures based on the elements allows putting the theory into practice to acquire experience.

Additionally, Lopez (2016) also argues that language arises from exposure to it. Being exposed is a process in which grammatical structures are assimilated. Learning is inductive and, the prototype of the language is a functional language. The student learns to speak when recognizing the grammatical structures of the language. Thus, Lopez (2016) also claims that although grammatical knowledge is not deeply emphasized, the student detects it inductively, that is why the direct method is applied in this case study to make the student interact directly with the language by exposure to it. Therefore, the following section explains in detail the importance of considering the development of communicative competence from the learning process of students, to develop grammatical competence through exposure to the language.

2.9 Communicative Competence

According to Thornbury (2017) and Young (2019), the communicative competence has had a significant influence on the teaching, learning, and assessment of second language as well as the practice of competences. Based on Barman (2016), linguistic competence is defined as the

ability of native speakers to develop "well-formed sentences" (p. 37). The ability to develop well-written sentences in the grammar field arises from the development of the same communicative competence. (Thornbury, 2017 and, Beltran, 2016). These quotes emphasize the development of communicative competence that emerges from linguistic competence. The communicative competence emerges from the linguistic competence of the language; "The underlying systems of knowledge and skills required for communication" (Canale, 1983. p. 14). According to Canale (1983), the communicative act is the product of the mastery of skills, which are the result of communicative knowledge. Successively, communicative competence is developed in terms of four components, as Canale and Swain (1983) affirm "The grammatical competence: words and rules, the sociolinguistic competence: appropriateness, the discourse competence: cohesion and coherence, and the strategic competence: appropriate use of communication strategies" [p. 180].

Chapter 3: Research Methodology

3.1 Introduction

Chapter 3 provides the methodology that was selected to conduct this research, which is a case study. Based on Macluf et al., (2021), state that the qualitative case study method is a research method that allows analysing data collection from inductive reasoning related to a social phenomenon that is the main study factor. Although methodology allows data to be collected in a clear and concise manner during the research process, it also allows understanding how the researcher obtains information from a data collection process. In addition to this, the data can be understood from objective and detailed approaches based on the collection process. The participant and the research questions direct the research objectively to assimilate the data that will be obtained from the case study. The main objective is to analyse in detail the problem or phenomenon during this case study.

3.2 Research Method and Case Study Approach

This case study emphasizes the application of the principles of teaching innovation focused on the development of grammatical competence as one of the communicative skills of Spanish. The qualitative case study aims to help in an innovative way about the changes in the teaching training of Mexican Spanish as a foreign language that focuses on the development of grammar competence as well as the teachers and students' intercultural skills to obtain it. Several studies conducted by Macluf, et al. (2021), state that case study refers to a deep methodological analysis of a situation or problem (phenomenon) that is conducted through research instruments. The case study explores, describes, explains, evaluates, and/or transforms. The primary instruments for this research are observation, interviews, and questionnaires.

After knowing the main research instruments, these points are also characteristic of the case study; a) produce new knowledge for the researcher or confirm theories that are already known,

b) produce inductive reasoning from the study (observation, data collection) establishing hypotheses or theories, c) make a chronicle, a record of what is happening throughout the study, d) describe specific events or situations, e) provide support, knowledge or, instruction to the case study and, f) check or contrast phenomena, situations, or facts.

Subsequently, the case study according to this methodological approach can be a qualitative study but also a quantitative one. See Appendix 1. This present case study focuses on observation as part of the qualitative approach.

The qualitative case study refers to:

- a) **Descriptive**; an approach that describe a situation or phenomenon.
- b) **Interpretative**; an approach that reinforce the theoretical aspect or support the theorization.
- c) **Evaluative**; an approach that guide and support in deciding or formulating a program.

3.3 Qualitative Study

The case study qualitative research begins the study under the phenomena studied from some specific questions that the research applies in the studio. Successively, Macluf, et al., (2021) refer to the type of questions; (column 2 of appendix 2) by classifying the research question posed within a basic form of categorization of research questions. These types of questions are "who", "what", "where", "how", "how much" and "why". For instance, in the questions research category "who" and "where" are more likely to favour strategies for surveying, history (documentary), or recording of archives. These strategies are best suited when the research describes the prevalence or frequency of a phenomenon or, when it is predictive.

"The qualitative method seeks the measurement of social phenomena, which implies deriving from a conceptual framework, relevant to the problem analysed; a series of questions that express relationships expressed between the variables expressed in deductive form. These conceptual relationships are examined and tested by analysing the interaction between

indicators that operate as empirical references of the concepts. The manipulation of reality, which controls the validation and reliability techniques developed for this purpose."

(Jaramillo, 2019).

According to Jaramillo (2019), this type of qualitative research approach is focused on subjects who adopt a perspective on the phenomenon to be studied or commonly called the problem. The inquiry process is inductive, and the researcher interacts with the participants and the data. At the same time, the search for answers to these questions focuses on the social experience. That is, how knowledge is created and how it gives meaning to the integration between the study variants on the subject studied. (See appendix 3).

Based on Macluf et al., (2021) and Jaramillo (2019), these types of questions support the study of the phenomenon that is conducted in the current qualitative case study research. As mentioned, the phenomenon focuses on the development of grammar competence in Spanish spoken in Mexico.

"Qualitative or non-traditional methods are oriented to deepen specific cases and not to generalize. Their concern is not primarily to measure, but to qualify and describe the social phenomenon from determining features, as they are perceived by the elements themselves that are within the situation studied." (Bernal, 2019).

According to Bernal (2019), interpretive studies seek to transcend the social subject to explain and understand more complex social events or phenomena. All of them support a deep theoretical wealth of the social fact or the cultural phenomenon under the study. Therefore, the case study is based on data collection, which is applied through observation. This in turn supports a database from the interview and questionnaire applications. In addition, the social environment potentially alludes to this process. (See appendix 4).

3.4 Research Context

This case study was conducted at the Faculty of Languages of the Benemérita Autonomous University of Puebla (BUAP). The focus of the research is essentially on the teaching of Spanish

by a foreign university student from Japan, Tokyo. The participant was 27 years old. This participant was selected because he was part of a international student exchange. The participant has a research profile that adapts well to this study. The language faculty was chosen to conduct this qualitative case study research because it highlights the following approaches:

a) It is a university school specialized in the training of professional researchers in languages, which places in a range of academic superiority and professionalism. It involves innovation by training teachers adapted to the changes that govern educational societies. b) It is in an area of demand based on its professional character by having master researchers specialized in foreign languages. c) It is in Puebla city which makes it rich in foreign students who are taking an international exchange; based on language and culture.

Based on UNESCO (2018), learning depends on a context where knowledge is born from the same interaction with others. Furthermore, teaching methodologies specifically direct method, the sociocultural context, and specific characteristics of the participant such as age, nationality, as well as previous knowledge, background education, motivation, the participant's needs etc. are also part of the research context of the present study as main branches.

3.5 Participant

Among the most important aspects for which the international participant was chosen to conduct the research are:

The age of the participant was 27 years in 2019, he is a recent citizen of Tokyo-Japan. The participant also has a DELE certification; therefore, his Spanish level is B2. He was a student of the language faculty in an international cultural exchange at the university level specialized in foreign languages BUAP in 2019. In addition, as part of his professional profile as a foreign student, he presented the motivation to learn a foreign language related to professional totalism and the opportunities based on the study plan of his university located in Japan, Osaka University.

3.6. Research Design

This study was designed with the coming criteria:

3.6.1 Research Instruments

Hernández and Duana (2020) affirm that research instruments allow measuring the information absorbed from the real world when the phenomenon is exposed. Thus, in a research context under the domain is the person who applies the research and on whom the research falls. This in turn; includes procedures and activities that allow the researcher to obtain the information necessary to answer the research questions. The instruments applied in this research are highlighted below.

Thus, the following instruments are mentioned as part of this research.

- a) Observation:* Garay (2020) argues that observation supported by field notes makes the action of observing, and looking carefully at how the study phenomenon is faced and how it develops, allows interpreting and analysing the information in a constructive way. In this research, where the participant's behaviour when exposed to the phenomenon will allow understanding aspects in which the phenomenon is directly related to the student's reaction based on the experiences of the participant to face the study problem. The researcher observes, analyses, and collects data about what is happening when the study is applied. The researcher takes notes on the phenomenon being studied.

- b) Interview:* Garay (2020) also states that the interview is the instrument with which the researcher intends to obtain information orally and personalized. The information will revolve around lived facts and subjective aspects of the participant related to the study phenomenon such as beliefs, attitudes, opinions, or values. It is an aimed instrument for establishing direct contact with the participant in which he considers the source of abstract information. The interview from the viewpoint of the method is a specific form of social interaction that collects data for research, such as a case study. The interviewer asks some questions related to this phenomenon. The interviewer also applies this instrument for data

collection. There is direct interaction with the participant in this process. In this process, the interviewer directs the participant to obtain the information they want to hear.

- c) *Questionnaire*: Garay (2020) finally highlights the survey as a procedure that allows exploring issues subjectively and at the same time obtaining detailed information from the participant. For example, it allows exploring public opinion and the current values of a society and issues of transcendence and importance based on study phenomena. Related to this research under the study phenomena supports all these judgments to collect data. The data collection instrument through the narration of an interviewee where questions are applied, therefore, data is obtained in an interactive and reasoned way based on the pragmatic intention of each question.

This qualitative case study is based on the application of a survey to emphasize the participant's opinion under the study phenomenon. This method was performed online with a Japanese-born participant. In addition, an interview was conducted to reveal the opinions and deeper positions that the participant has under the development of grammar competence.

Also, Macluf (2021) affirms the observation is a research instrument for the understanding of the phenomenon studied from a natural approach. This provides the opportunity to interpret the study phenomenon directly to obtain relevant study-based participant data. Observation allows us to understand how the participant reacts to the exposure of the study phenomenon to obtain data.

3.6.2 Planning the data collection procedure.

McLeod's (2017) affirms that the data collection process is conducted with the experimental design on the study phenomenon. Likewise, McLeod's (2017) questions: how is the participant located in a group or class to perform the experiment? that is to say; in which context the participant is exposed. The context and experience of the participants support this questioning when the methodology for obtaining information is applied when being exposed to the study phenomenon.

Additionally, Bhandari (2020) claims that operationalization plays another important role in this study. It is the process of turning abstract concepts into measurable observations to collect data from participants. Thus, it helps to measure data from the process that are not directly observable (specific aspects, such as Spanish level, previous knowledge, etc). Operationalization reduces subjectivity and increases the reliability of the study.

3.7 Data Analysis

The data analysis process was conducted through thematic analysis. Caulfield (2019) points out that data collection is analyzed through the relationship it maintains with classified topics, where the participant's information is assimilated through thematic relationships. It is maintained a bond of cooperation with the researcher and the language as a connection. This in turn supports a context of assimilation based on interaction.

Luo (2021) argues that content analysis is a research tool applied to make an in-depth analysis of visual data collected from the survey, literature review, and interview. It is applied to analyze the meanings and relationships among the concepts given. It depends on manageable code categories. In addition to this, it is also qualitative, which, supposes interpretation and understanding of the data to analyse the results.

Middleton (2021) affirms that validity is the significant approval of a study based on the literature that supports its validity. Therefore, the results collected from this research must be measured to be valid and reliable, considering how the results correspond to the established theories applied in the literature. The result must be reproducible at the end of the study for first-time researchers. It can also support hypothesis to make the study even more valid.

3.9 Ethical Considerations

Transparency: This research was conducted under an ethical approach in which the participant was informed about the purpose of the research as well as the research profile to

conduct the research. The participant was told that the study has as objective the development of grammatical competence as a foreign language. The Spanish subjects were part of the participant's academic exchange, so the participant had the appropriate profile for this study. Therefore, the participant was aware that this research would be conducted under his consent since it met the research standards to conduct the study.

Pseudonym: To conduct this research, the real name of the participant was changed for reasons of security and trust to obtain data and results through the participation of the participant as the focus agent of research. Therefore, the study is protected under confidentiality standards, which allowed the research to have a natural harmony for the application of the research. In short, this research has the support of the researcher because the data-information obtained from the participant was used for research purposes in the analysis of data information and results.

Chapter 4: Data Results

4.1 Introduction

Chapter four focuses on the presentation of the data obtained from this research. The collection of data through the application of the research instruments allows us to understand the position of the participant from his experience based on his knowledge. In addition, it also allows analysing in detail the responses of the participant on the theory of chapter II, which are compared and analysed on the same research questions. Thus, between each corresponding section on the participant 's position, a short introduction and analysis is given to facilitate coherence and cohesion between each research approach. Therefore, the information obtained in this study is presented below.

4.2 In what way does participant's intercultural skills seem to contribute to the development of grammatical competence?

This research question is based on the participant's opinion. In turn, are linked to the theoretical framework from chapter II. The purpose of this study is to present the results obtained following an order for its understanding. It is also based on field notes, interviews, and questionnaires as research instruments and, it is divided into four sections.

a) From a sociocultural perspective

The participant believes that this theory depends on the following posture, as shown in Example 1.

Example 1. *“When learning Spanish, you should consider the idiosyncrasies or characteristics of the country or region you intend to travel to or live in to adapt to the circumstances in which you live”.*

The participant also believes that communication through socialization plays an important role in learning grammar. Example 2 expresses the posture collected from the questionnaire.

Example 2. *“The communication with the natives, in this practical way the language through a process called socialization and the way they express themselves. We could understand how language works by practicing and considering the grammatical principles that are exposed in the speech act”.*

In addition, the participant considers that applying for an academic exchange is important to learn more about the university curriculum before traveling. Example 3 illustrates this idea.

Example 3. *“In my experience, when I studied at the BUAP language college, I had to know the university curriculum before applying for an academic exchange. In this way, I would be able to relate to the educational context that governs this faculty. The curriculum is interdisciplinary in nature because it focuses on the educational training of teachers”.*

The sociocultural approach based on the literature review and the participant’s opinion has an implication with the social interaction that occurs when learning grammar. This viewpoint is illustrated in the participant’s reflection as shown in example 4.

Example 4. *“Learning is based on a sociocultural context in which students and teachers interact with each other through language”.*

b) Constructivism

From a constructivist perspective. The participant believes that the construction of new knowledge depends on factors such as perseverance and dedication. The participant considers that grammatical competence can be developed effectively based on discipline. These answers are based on the questionnaire and the interview, as shown in examples 5, 6, and 7.

Example 5. *“I try to review within that day so that I do not forget what I saw in class, referencing the curve of oblivion by Hermann Ebbinghaus”.*

Example 6. *“Must review the same grammar book many times every 3 months”.*

Example 7. *“It is essential to prepare and review the lesson on your own”.*

In addition, he fully believes that it is important to have the initiative, desire, and motivation to review the topic as many times as necessary. He also considers that knowledge is acquired through experiences. On the other hand, he considers other factors that play an important role in learning grammar in the classroom. The answers to examples 8 and 9 show a concise connection of being autonomous in the learning process of grammar.

Example 8. *“I used to be very observant with the explanations that teachers provided and to pay attention to the examples”.*

Example 9. *“I used to develop questions that helped me understand the “why” of some grammar rules based on their uses”.*

The participant also believes that the readings are important in learning grammar because of this and emphasizes the identification of grammatical rules through the observation of grammatical structures that come in the readings. In this way, the participant believes that he can write sentences by applying the grammatical rules seen in class. Examples 10 and 11 illustrate this position.

Example 10. *“As a learning technique, I had to practice my knowledge all the time, though reading texts to identify grammatical aspects”.*

Example 11. *“I consider it important to write texts, in this way I can understand the structure and order of the words. Thus, I tested my knowledge by writing small sentences alluding to the grammar topic. I was also taking notes and writing down every new word that I did not know, and this way I increased my vocabulary”.*

c) From a Behaviourism view

The participant also expressed that the student 's behavior depends quite a lot on the teaching role. The participant considers that if the teacher does not stimulate the students, they could present a lack of interest in the class. In addition, the participant expressed that students

could change their discipline affecting their behavior when attending classes if there is not enough stimulus by teachers. Examples 12 to 14 were obtained from the questionnaire as shown in examples 12, 13, and 14 to illustrate this posture.

Example 12. *“The university is autonomous; therefore, the students are also autonomous”.*

Example 13. *“The curriculum is interdisciplinary, but the student is not disciplined enough when learning (academic behavior). That is, in classes, some students are very punctual with their professional academic training, but some are not”.*

Example 14. *“Certainly, the student’s behaviors are based on the encouragement that teachers provide as part of behaviorism in classroom interaction. If the teacher does not encourage, the student loses interest”.*

d) Development of Grammar Competence

The participant believes that it is important to write texts to develop grammatical competence. In this way, the participant considers that students can identify the theory in the grammatical sentences that are developed through practice. The following postures illustrate this section.

Example 15. *“In my case, I have a hard time differentiating the grammatical structure between Spanish and Japanese, so I consider important to write texts, in this way I can understand the structure and order of words”.*

Example 16. *“I also have to review the same grammar book many times every three months”.*

The participant also believes that theory in the first instance plays an important role in developing linguistic competence. He believes that theory is a fundamental factor in understanding these unique grammatical aspects of Spanish. Besides, he also considers that practice combined with motivation are also fundamental factors, as examples 17 and 18 show.

Example 17. *“I have to learn theory first to know how to apply grammar properly”.*

Example 18. *“I think that Mexican Spanish classes focuses mainly on learning theory first after grammar. Therefore, it should be essentially to prepare and review the lesson on your own, in addition to interacting with the language to do not just learn theory without no practice”.*

In addition, the participant believes that the comparison between his mother tongue and Spanish plays another important role when learning Spanish grammar. Thus, he believes that important aspects such as gender, number, and verb tense of Spanish are key to writing simple sentences that contain these elements. These responses are based on the interviews illustrated in the following statements.

Example 19. *“Spanish grammar is complex because the meaning of sentences can change considerably in the correct way of writing its words, comparing my mother language and Spanish. There is no concordance of gender and number, as well as the conjugation of the verb. Therefore, I must identify the subject, whether plural or not, and the verbal tense. There must be a relationship between the words used to write a coherent sentence, and spelling takes an important place”.*

Example 20. *“I also compared the form of the verbs to identify in which grammatical tense sentences were used. I had to learn the main rules of spelling and accentuation, for this, I used to be very constant in practice outside the classroom. This is why theory is essential to understand the grammatical aspects of Spanish, but so is practice writing where I understood how to write correctly through my mistakes”?*

knowing the participant 's positions on the most relevant criteria for the development of grammatical competence under intercultural skills framework leads to adapt in a learning context of social interaction. Next, the importance of teacher training plays an important role for the teaching-learning of a foreign language to develop the grammatical competence of Spanish.

4.4 In what way does teachers training contribute to the development of participant’s grammatical competence?

This research question is based on the opinions of the participant. This is a clear example of what the theory says in relation to the participant 's position based on the method of teaching

grammar by the teacher. The answers here are based on the evidence of what the participant believes when learning grammar by induction under the teacher 's understanding.

a) Teaching Innovation

The participant considers that learning in class assumes that the student must know the teaching method that the teacher applies, just as the teacher must know the students to know which method to apply. Therefore, the participant infers that the meeting is important because the participant believes that learning is based on the relationship between teachers and students based on their needs that involve innovation and new paradigms of teaching. The next responses are based on the interview, as shown in Example 21.

Example 21. *“The teacher must know the needs of the students, to provide a grammar class, what they can improve? How would learning be facilitated? to know how to apply the most suitable wedging method. The student must also know the teacher’s role. What teaching method is applied? what learning strategies or techniques can the teacher use? This is why learning is based on a context where students and teachers interact with each other which implies transcendence”.*

On the other hand, the participant empathizes with the use of technology as a banner that contemplates innovations in teaching..

Example 22. *“Students must be supported by the use of Ict’s because they are a generation that requires technology for learning”.*

b) Teacher Training

Based on Legusov and Maitane (2017), modern teaching is based on new teaching trends that start in new societies, where students are autonomous and create their own knowledge through experiences. Teaching must be adapted to the new societies and paradigms that education claims.

Arredondo (1983) points out that teacher is a guide of knowledge and an exporter of culture who must go through a training process that allows itself to transmit knowledge in an appropriate way to students. Active learning engages students and helps them gain a deep understanding of the course through practice induction.

According to Alder (1999), it is important to know how the teacher should share his/her knowledge as a moderator through the teaching role that encourages the student to develop theoretical knowledge through practice. This is clearly observed in the participant's opinion as shown in the following examples.

Example 23. *“My grammar classes were conducted by traditional materials (bond paper, images, cut-outs, colours). This does not mean that it was not helpful. However, we are in a modern era, and we have technology at our fingertips that facilitates education in an innovative and effective way. The teacher can use digital material from YouTube to show grammar videos in real context as functional language., where exemplary explanations are provided learners under the reasoning approach, they get understanding meaning. Additionally, teachers can also opt for a digital dictionary to understand vocabulary”.*

Example 24. *“Most of Mexican teachers follow a traditional educational model, that is, it focuses on constant repetition and the fact of being rote on the part of the student. I fully believe that teachers should be trained based on the new educational generations that live in a technological age. Therefore, the educational system must be innovative”.*

Now that there is a clearer and more concise idea about how the staging questions works under the case study focused on the development of grammatical competence as primary objective. Continuity is given to the analysis and interpretation of the results obtained in this study.

Chapter 5: Analysis and Interpretations of Results

5.1 Introduction

Chapter five focuses on the analysis and interpretation of results obtained from this study. According to the literature review of chapter II, the analysis and interpretation of the results are presented and compared to give it validity. Studies in higher education point out that literature is an important factor for the analysis of results due to the validity of the authors (2017, page. 217, 229-). Also, a deep descriptive analysis is conducted in every section, which supports the reader to understand the details about the importance of this research between each section through the voice of the researcher.

5.2 In what way does participant's intercultural skills seem to contribute to the development of grammatical competence?

a) Analysis from the sociocultural approach

Some authors; Hymes (1972); Kiato, (1996); and Vygotsky, (1978) argue that the communicative competence of a language emerges from the social interaction through a process of socialization. This type of socialization leads to a process of interaction with the language and the social context in which it occurs. Therefore, this type of cognitive development is the product of the social interaction with individuals that allows a process of social interaction. Consequently, to develop grammatical competence the student must go through a process of socialization with the language according to the sociocultural theory by Vygotsky.

On the other hand, it was found in the interview and questionnaire that the participant maintained a direct connection with the teacher. The use of language allows the participant to engage in a context of socialization during the learning process. Likewise, it is detected that the learning context is not only adapted to the socialization process in which the participant is immersed. The participant can also adapt to the context and even change it. That is, the participant

improves the context through reasoning during grammar classes applied by the teacher. However, when the participant does not solve the doubts related to grammar the teacher could ignore this factor and suppose that everything was understood.

In an academic context where the development of grammatical competence is the main objective the student and the teacher play the role of a socialization through language. Based on the findings, it was detected that the position of the participant effectively validated the theory based on his responses. Therefore, reasoning in a context during the learning process is effective and objective by establishing concise ideas through logic and reason that allow the development of grammatical competence.

During the learning process, the participant must reason what he has learned. For instance, the context allows him to be reasoning and understanding the position of the teacher and his teachings. The reasoning allows him to interact with the language based on the theory learned, taking it into practice. The emergence of doubts also allows him to reason about his mistakes and understand them through explanation and examples. Reasoning in grammar classes is a key skill for the development of grammatical competence.

b) Constructivist analysis

Piaget (1896) and Serle (1995) argue that whether intellectual development is a process of changes in structures, from the simplest to the most complex. Thus, knowledge is the result of constructions that modify two processes; a) *assimilation*, which consists of incorporating external elements to the brain. The learning process of the students arises in the knowledge they possess, then, the new information is mixed with the existing information to be incorporated into the student's cognitive system; b) the *construction* of knowledge that is built through experiences. Then, the new information through a process called assimilation will accommodate this new information through experiences. As a result, new knowledge will be obtained. It is a process where experiences are modified.

The participant highlighted the idea that learning is autonomous because it is based on dedication and motivation. The dedication to grammar classes based on the time that is invested, potentially helps the development of grammatical competence. Indeed, the participant considers

that the *autonomous review* is the most important role that is conducted in the process of learning a second language. Furthermore, it is also a sociocultural skill that the participant applies for developing grammar competence.

Additionally, the participant argued that the students are responsible for their own learning. The participant considers that the knowledge is based on the importance of studying a grammar book on his own. For instance, the participant can build his learning through practice that implies reviewing the grammar book after receiving theory in classroom lessons. Subsequently, the participant mentioned “autonomous review of grammar classes “. It is emphasized that the participant through the interaction that he establishes with the Spanish language is capable of feeling “autonomous motivation” since he devotes enough time to autonomous practice after learning theory. The participant as the main research agent was able to denote this capacity for control and determination during the class observation. Indeed, the participant during a new grammar class denoted his prior knowledge by putting it into practice with the teacher. In other words, the participant put to the test what he had learned in previous classes it means that the participant exposed his knowledge in the writing of texts that contemplated a previously studied grammatical approach. Moreover, the autonomous motivation that the participants must have to build knowledge through experiences and autonomous review depends on factors such as, the motivation and congratulations that teachers provide in classroom interaction. In contrast, whether teacher does not have enough capacity to encourage the students, they might not achieve the objectives in a grammar class.

c) Behaviour learning theory and the analysis from this perspective.

For Watson and Skinner (19th-century), this theory is related to behaviourism since the teacher focuses on encouraging students to exercise a response about study. Therefore, the student acts as a passive agent. The behaviour of the student is reflected through the instruction that teacher provides. That is, the teacher can encourage the student to obtain significant grades and understand the subject of study by rewarding students with passing grades, congratulations, and even implementation of feedback.

The position of the participant considers that many times the student is not sufficiently disciplined when learning a second language during Spanish grammar classes. This means, the student highlights that the professional curriculum of the language faculty is interdisciplinary in nature because, it is focused on the autonomy that the faculty implies. Therefore, the participant considers that whether the university is autonomous then, the student is also autonomous. In this way, learning can be collective or individual depending on the student's position.

Furthermore, autonomy is a discipline capable of acting and deciding based on the criteria of the person who performs this process. It is an interdisciplinary nature where the students perform actions to achieve the learning objectives. Teachers can change the students' behaviour when learning a grammar class. Therefore, the students' behaviour goes from being maladaptive and passive to an appetitive behaviour. In addition, it also emphasizes the teaching role as a key factor in student behaviour. The participant considers that the teachers can change the students' behaviour during grammar classes, that is, teachers have the leadership and ability to foster in the student a vision of learning based on the discipline and professional framework.

d) The development of grammar competence

Based on Barman (2016), linguistic competence is defined as the ability of native speakers to develop "well-formed sentences" (p. 37). Also, Chomsky (1965) points out that the student would be able to understand how the language works when interacting with the language directly and after receiving theoretical advice. The student analyses how the grammar language works to express an idea by forming texts which denote a communicative message. It is also the understanding of such grammatical structures that allows the student to go through the learning process. [p.179]. This is part of a process in which the student learns through the practice they dedicate in.

On the other hand, the participant fully considers that to develop grammar competence is extremely important to write texts from the simplest to the most complex. To illustrate this, point the participant considers that the understanding of grammar structures leads a deep analysis that allows to identify the grammatical rules of Spanish this means, the order and form of the words in which a sentence is made.

The participant agrees to deepen through practice to develop this competence through the elaboration of sentences and according to the level of knowledge. In this process the participant's skills are developed through the practice and interaction that occur in grammar classes. The participant demonstrated the skills for knowledge retention through writing and analysis of grammatical elements to recognize the structures in written texts. This implies the identification of the morphology, syntax, lexicon, and pragmatics as part of subbranches. Sub-characters of grammar that are identified in this process of linguistic development.

Consequently, the participant's speech was developed as an effective consequence of the application and learning of Spanish grammatical rules in a context that implied experiences through the practice of case and effect. Therefore, it is considered that the development of grammatical competence does not reside solely in practice. This also depends on factors such as the teaching role, the method that must be applied correctly and the techniques that facilitate learning. This is a process in which teachers develop skills as main factors for teaching. It is also known as an effect of experiential learning based on skills and background knowledge for the grammatical development.

5.3 In what way does teacher training contribute to the development of participant's grammatical competence?

a) Teaching Innovation

According to Uriarte (2020), teaching innovation is in constant change and, it is an evolutive change that resides in education. Teaching training allows evaluating the learning process of students in educational training to detect possible changes in the teaching and learning methods that are applied in classroom. Based on UNESCO (2019), the acquisition of knowledge is based on the acquisition of new innovative learning and teaching paradigms focused on teachers. Thus, it transforms the new paradigms in the teaching field to create transcendence. The literature establishes that teaching must be innovative, based on the paradigms that govern the new learning societies. Namely, teachers must be in constant innovation to strengthen their professional

curriculum as language teachers. Precisely, teacher training is a task that must be implemented with the aim of strengthening the skills of the teaching role.

In this research the position of the participant recognizes the literature based on innovative teaching and teacher training as key factors that allow the teacher to develop teaching skills through training and experience. The participant noted that the teacher must know the students' needs to provide a grammar class. The participant also emphasized the coming questions; *Why identify the students' needs? How would learning be facilitated? What type of students do I have?* to know how to apply the most suitable wedging method. The participant also emphasized these questions towards the teaching role; *what teaching method is applied? what learning strategies or technique teacher could be applied? why teachers trained to teach classes based on innovation?* this is why learning is based on a context where students and teachers interact with each other that implies transcendence based on innovation and training.

Although the position of the participant is largely broad, it is considered that currently the new learning societies, regardless of their age, belong to an innovative teaching paradigm because their learning needs are based on autonomous learning. The teaching that was applied before is no longer the same as it is now due to the changes that modernism brings and that effects of teaching role. This allows teacher training through paradigms of innovation and transcendence. It must be remembered that currently teaching is modern, which means innovation in the study plans of universities. Teaching can no longer be traditional; it cannot be ensured by focusing on a behaviourism and repetition method, but rather on putting knowledge into practice through the above-mentioned constructivist approaches.

In the previous text the importance of technology was mentioned. Therefore, the participant also points out that currently it is possible to opt for the implementation of technology through ICTs. ICTs are a range of innovation that exists and must be implemented in the educational models of universities and not only in the language faculty as a field of research. During class observation, it was identified that the teacher is not sufficiently trained to promote technology as a support tool for the applied teaching method. The teacher through training that brings innovation to modern teaching, could make better use of technology to strengthen teaching skills and develop new ones. Precisely, innovation implies transcendence through training since innovation is the

application of new ideas and concepts through practice which, implies experience. This position is transcendental since it goes beyond what is established to encourage proactivity.

b) Teacher Training

Based on Legusov and Maitane (2017), modern teaching is based on new teaching trends that start in new societies, where the students are autonomous to build knowledge through experiences. Teaching must be adapted to the new societies and paradigms that education claims. According to Arredondo (1983), a teacher is a guide of knowledge and an exporter of culture who must go through a training process that allows their self to transmit knowledge in an appropriate way toward the students. Active learning engages students and helps them gain a deep understanding of the course through practice induction.

Innovative teaching is related to the training of teachers to perform and apply an effective teaching model based on constructivist approaches. The participant mentions that the teaching cannot continue to be traditional. During the participant's stay at the language faculty of BUAP, he could identify that his teacher continued applying traditional methods focused on the constant repetition of the topic seen. Indeed, the traditional method focuses on repetition and does not allow the student to develop autonomous communication skills, referring to the development of grammatical competence. In this approach the student is passive where the learning process is based on behaviour as a discipline of learning. However, the participant points out that teachers must be trained to adapt to the new learning societies to develop teaching skills.

In addition, the participant considers the following questions based on training; *why teachers must apply teaching methods based them in innovation? how teachers could develop these skills based on innovation? how teachers could make as better use of tics?* The participant mentions that educational institutions should invest in the professional development of teachers to encourage a margin of capacity focused on innovative teaching through training. Teachers must be constantly trained to adapt to the paradigms that rule the new societies.

In short, the ability to build knowledge through an innovative vision that contemplates new constructivist aspects in the student is synonymous with the ability to face new challenges in

the development of teaching skills. The new generations of learning are committed to this capacity in teachers due to the modernity in which we currently live. It is considered that the new generations of teachers should develop these skills, just as teachers who already practice could acquire these skills through diploma courses apart from innovative approaches.

Chapter 6: Conclusions

6.1 Introduction

Chapter six focuses on the formulation of conclusions that emphasize the development of grammatical competence in Spanish as an FL. The contributions are fundamental aspects that lead in a significant way to the understanding and importance of research in readers, since it allows them to expand an autonomous criterion on what modern teaching implies. Although it is aimed at the educational field, it is part of the professional training of teachers. This research aims to provide a new vision and criteria for innovative teaching.

6.2 Conclusions

This section presents the conclusions with the following approaches:

a) From a sociocultural approach

As part of this research, it is concluded that the development of the intercultural skills of the participant is mainly focused on an innovative learning context. In this context, the importance of the sociocultural approach is emphasized as a key factor in the learning process due to its impact on learning experiences. This highlights the importance and boom that socialization implies, it is not only focused on interacting with social agents but also the interaction that prevails when communicating using language. That is, the sociocultural approach indicates that the development of grammatical competence depends on the interaction and use of the language through constant practice. The participant tested his knowledge through the ability to manipulate grammar theory according to his intercultural skills that emerged from the same social interaction.

b) Regarding the constructivism approach

In addition, it was found that the development of grammatical competence depends on constructivist approaches because, the participant builds his knowledge in a learning context based on previous experiences. In this process, the participant developed the ability to learn to build his

own knowledge, in which the participant linked the new information with the pre-existing information to his cognitive system. Therefore, it was detected that the new knowledge has a significant impact due to the availability of student learning performance where motivation, attitude, and behaviour in class focused on intercultural skills for learning grammar under criteria that promote an autonomous margin and, interdisciplinary learning construction signification.

d) Behaviourism and its contribution to develop the grammar competence.

Likewise, it was indicated that the participant can develop this competence considering an interdisciplinary nature that implies behaviour in classes. If the student maintains exemplary discipline during grammar classes, then the participant can test his intercultural skills based on the education and discipline received in the country of origin. In other words, the participant mixes the education background with the teaching method applied by the teacher in another country as an impact of intercultural skills. Then, the teacher applies a teaching method based on the needs of the participant. If the teacher does not encourage motivation in the participant, then the behavior can change. The learning context based on experimental behavior could affect the development of grammatical competence for or against the student.

e) The importance of Teaching innovation and training

Teaching innovation today is related to the application of modernist standards. In other words, teaching can continue to be as functional as traditional teaching was in the last century. However, when modernist standards are emphasized, the use of digital tools is regarded to as an essential factor for learning. Of course, the needs of the new generation of students demand more modern educational training for teachers. Students are currently carried away by different educational factors adapted to the new modern era around the 2020s. According to this study, students learn through direct and experiential interaction.

Students can also build significant learning if the docent provides extrinsic motivation such as, congratulations by the teacher. Nowadays, the new generations of learning are based on technological, motivational factors that favor a more non-repetitive constructivist facility focused on short-term behavior such as rote learning. Therefore, it was detected that the student builds this knowledge as part of learning process based on discovery through experience. In short, when teachers detect these factors on teaching, it is said that teaching must be adapted to the learning

needs that surround students based on a modernist context. This in turn implies that teachers must test their ability to acquire learning skills, innovation as part of a professional competitive development in training.

6.3 Contributions

As part of this thesis, contributions are mentioned to emphasize the importance of this study in the field of languages. a) Being a teacher implies constant professional training based on the new era of learning. Thus, it contributes significantly to teacher training in a professional education curriculum and framework, and b) it opens a wide range of criteria for innovative teaching based on a modern learning context. This implies the changes that the modern era of learning demands in meaningful learning process, c) It also considers the intercultural skills of the teacher and the student as a field of collective learning based on socialization and peer learning, d) the construction of knowledge is not only based on constructivist approaches but also on the teaching role and the discipline of the student based on their behaviour, which implies sociocultural approaches, e) it allows the expansion of a learning criterion in the development of grammatical competence through the transcendence that governs the new generations of learning, f) it contributes significantly to the professional training of teachers, allowing an objective vision to be broadened in the field of research and teaching.

6.4 Relevance of the Study

This study focuses mainly on developing the grammar competence of Spanish based on an experiential and sociocultural learning process. In addition, promoting a more current vision of what education means today based on modernist standards. Therefore, this research allows to expand a criterion on the understanding and application of modern and innovative learning environments focused on the development of grammatical competence, which also involves constructivist approaches, as well as professional training. This research also allows to understand what the needs of the students are based on the role of the students and the role of the teacher and,

understanding the innovative paradigms that are lived inside modern education, which implies transcendence. The teaching of Spanish as a foreign language based on modern approaches that are currently applied in the 2000s depends on, a professional and interdisciplinary vision in students in the field of education.

6.5 Suggestions for Future Research

Below are some suggestions that aim to expand a more optimal sense to conduct research with a more concise vision of the phenomenon to be studied.

- a)* Select a research method that suits the phenomenon under study.
- b)* Study the main authors in depth to support literary review.
- c)* Have an objective and optimistic vision of research.
- d)* Cite the authors through paraphrasing to deepen the ideas and research hypotheses.
- e)* Provide validity to the study through author citations.
- f)* Provide coherent examples to illustrate the hypothesis and theories.
- g)* Identify a problem in learning or teaching to be studied.
- h)* Select participants based on the study phenomenon.
- i)* Search recent authors to give modernity to the research.

6.6 Limitations of the Study

Throughout this thesis, the lack of participants in the research process was a real limitation. At first, three participants were contemplated to conduct the research, and at the end, it was concluded with just one participant of Japanese origin. The reason was the COVID-19 pandemic that limited the study to fewer participants as part of a cultural exchange. The investigation had been raised directly in a real school context through face-to-face classroom interaction. The COVID-19 pandemic limited the research conducted online through ICTs, which was adapted to the end to obtain the results of this research.

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Charts

Chart 1

Grammatical Categories

Niveles	"Saber una palabra" Competencia léxica	MRE
Fónico	¿Cómo suena? ¿Cómo se pronuncia? ¿Cómo se la ve? ¿Cómo se escribe?	Competencias fonética, ortoépica y ortográfica
Morfológico	¿Qué partes se reconocen en ella? ¿Qué estructura tiene?	Competencia gramatical
Sintáctico	Funciones gramaticales: ¿En que estructuras podría aparecer? ¿En que estructuras se debe usar?	Competencia gramatical
Semántico	¿Qué significados señala la forma de la palabra? ¿Qué está incluido en el concepto? ¿Qué ítems pueden referir ese concepto?	Competencia semántica
Redes léxicas	Colocaciones: ¿Qué otras palabras o tipos de palabras aparecen / pueden usarse con ella?	Competencia léxica
Redes léxicas	Asociaciones: ¿Qué otras palabras nos hace recordar? ¿Qué otras palabras podría usar en su lugar?	Competencia semántica
Sociolingüístico	Restricciones de uso: (registros, frecuencia...) ¿Dónde, cuándo, con qué frecuencia se puede encontrar y usar esa palabra?	Competencia sociolingüística

Source: Daniel Guarin, *lexicon a conceptual approach*. 2018.

This chart considers the grammatical categories of Spanish to develop the grammatical competence.

Chart 2

Factors and Conditions

Tabla 1. Factores/condiciones determinantes en la selección de estrategias de investigación.

Estrategia	Factores/condiciones		
	Tipo de pregunta	¿Requiere control?	¿Enfoca eventos contemporáneos?
Experimento	¿Cómo?, ¿Por qué?	Si	Si
Encuesta	¿Quién?, ¿Qué?, ¿Dónde?, ¿Cuántos?, ¿Cuánto?	No	Si
Registro de archivos	¿Quién?, ¿Qué?, ¿Dónde?, ¿Cuántos?, ¿Cuánto?	No	Si/No
Historia	¿Cómo?, ¿Por qué?	No	No
Estudio de caso	¿Cómo?, ¿Por qué?	No	Si

Table recovered by Macluf, Beltrán & Gonzales, (2021) Source: Yin R. K. (1994). Case study research Design and Methods. U.S.A. Sage.

The following chart shows strategies when researching. It is related with the case study method from a qualitative approach that was conducted in this thesis.

Chart 3

Questions in the Research Process

Tabla 1. Los interrogantes en el proceso de una investigación.	
OBJETIVO	TIPOS DE PREGUNTAS
Identificación	¿Cuál es el fenómeno? ¿Cómo se llama?
Descripción	¿Cuáles son las dimensiones del fenómeno? ¿Qué variaciones existen? ¿Qué es importante acerca del fenómeno?
Exploración	¿Cuáles son todas las características del fenómeno? ¿Qué está ocurriendo realmente? ¿Cuál es el proceso por el que surge o se experimenta el fenómeno?
Explicación	¿Cómo actúa el fenómeno? ¿Por qué existe? ¿Cuál es su significado? ¿Cómo se originó el fenómeno?

Tomado de Salamanca, Nure Investigación n° 24, 2006, Adaptado de: Polit y Hungler. "Introducción a la investigación en ciencias de la salud". Capítulo 1. McGraw-Hill Interamericana. VI Edición.

Table recovered by ujaen. Es, 2021.

This chart considers the following questions when making research. In this case, the questions are essential to get data based on a real phenomenon.

Chart 4

Languages Faculty Curriculum Plan

LISTADO DE MATERIAS OPTATIVAS SEMESTRE		LEIQ		BUAP		FACULTAD DE Lenguas		
	Código	Asignatura	HT-HP1 por periodo	HT por semana	HP por semana	HT-HP1 por semana	Créditos por periodo	Requisito
ÁREA DE DOCENCIA	EINS 600	Enseñanza del Inglés para Pre-escolar y Primaria	54	1	2	3	3	SR
	EINS 601	Enseñanza del Inglés a Adolescentes	54	1	2	3	3	SR
	EINS 602	Enseñanza del Inglés para Adultos	54	1	2	3	3	SR
	EINS 603	Enseñanza del Inglés para Propósitos Especificos	54	1	2	3	3	SR
	EINS 604	La Tecnología en la Enseñanza del Inglés	54	1	2	3	3	SR
ÁREA DE ESPAÑOL	EINS 605	Gramática I	54	1	2	3	3	SR
	EINS 606	Gramática II	54	1	2	3	3	EINS-605
	EINS 607	Literatura y Cultura Mexicana	54	1	2	3	3	SR
	EINS 608	Español de México y Cultura Mexicana	54	1	2	3	3	SR
	EINS 609	Metodología de la Enseñanza de Español como Lengua Extranjera	54	1	2	3	3	SR
	EINS 610	Redacción Académica Avanzada	54	1	2	3	3	SR
ÁREA DE CULTURA	EINS 611	Cultura de los Pueblos de Habla Inglesa	54	1	2	3	3	SR
	EINS 612	Literatura Inglesa I	54	1	2	3	3	SR
	EINS 613	Literatura Inglesa II	54	1	2	3	3	EINS 612
	EINS 629	Perspectiva histórica contemporánea sobre la Segunda Guerra Mundial y sus efectos en la globalización	54	1	2	3	3	EINS-262
	EINS 630	Principios de Interculturalidad y Cultura de Paz	54	1	2	3	3	EINS-262

Chart recovered from the Languages Faculty (2021)

The languages faculty has the following curriculum design relating the optative subjects for the learning of Mexican Spanish.

Figures

Figure 1

Qualitative Research Models



Table recovered by ujaen. Es, 2021.

This figure contemplates the qualitative research focused on the descriptive and interpretive factors to obtain the data collection from the research.

Appendixes

Appendix A. Questionnaire Evidence

**Benemérita Universidad Autónoma de Puebla
Facultad de Lenguas
Lic. en la Enseñanza del Inglés
Puebla de Zaragoza, México
Questionnaire
Directed by: Tonatiuh Mendarte Rojas**

Name: Yosuke Shirkami
College: Universidad de Tenri
Japonesa
Subject: Lingüística

Date: 21/2/2022
Nationality:
Age: 28 years

Below you will find questions focused on the teaching of Spanish from Mexico as a foreign language (FL). The purpose is the development of grammatical competence. You are asked to respond concisely and coherently based on your criteria as a foreign student who learn Spanish. Consider sociocultural aspects.

1. What level of language do you have?

El nivel B2 de DELE.

2. Do you consider it is important to have prior knowledge to develop the grammatical competence?

Sí. Antes que nada, creo que es muy importante **aprender y comprender bien la lengua materna**, en mi caso japonés, antes de empezar a estudiar otro idioma. De esta forma, **comprender la gramática de una nueva lengua permite comprender como**

funcionan aspectos gramaticales como, reglas, orografía, tiempos verbales.

Educative sociocultural context

3. What do you need to develop the grammar competence?

Yo siempre doy prioridad a leer textos en voz alta. Creo que es importante repetir muchas veces hasta que pueda leer con fluidez cada una frase. También considero que es importante redactar textos, de esta forma puedo comprender la estructura y orden e las palabras.

Constructivism- autonomy- techniques

4. Why it is important the student's needs to learn spanish?

Para saber cuales son sus necesidades, que es lo más importante para ellos para aprender el español. Así el maestros sabrá como enseñarles y que enseñarles, desde que perspectiva siguiendo el plan de estudios. **Teaching hypothesis- previous knowledge- language level- educational background**

5. What challenges you face when learning grammar?

En mi caso, me cuesta mucho la gran diferencia de la estructura gramatical entre el español y el japonés.

Linguistic intersection- language culture- pragmatic meaning- grammar- morfology and syntax

6. Is sociocultural knowledge important to learn Spanish?

Sí. Considero que al aprender español se debe tener en cuenta la **idiosincrasia o característica del país o región** que se piense viajar o vivir, **para adaptarse a las circunstancias.**

Idiosyncrasy of Mexican Spanish- historcal background of the language

7. How often do you practice after having received theory?

Trato de hacer **repaso dentro de ese día para que no me olvide** referenciando la **cueva de olvido de Hermann Ebbinghaus.**

Time as an important factor- Reading comprehension- grammar study - constructivism

8. What could you improve to develop the grammatical competence?

Hablar y comunicar con los nativos, de este modo práctico la lengua por medio de la socialización con nativos y la forma en que ellos se expresan, es decir, como funciona el lenguaje.

Social interaction with natives and language- bounded theory

9. What learning strategies do you apply to understand grammar?

Repasar muchas veces el mismo libro de gramática cada 3 meses.

Practise- dedication- motivation- vision- goals- constructivism

10. What specific aspects of Spanish grammar are important for its learning?

Como unos **conceptos que no existe en mi lengua, la concordancia de género y la conjugación verbal**. Tengo que aprender la teoría para saber como aplicarla.

Gender and verb conjugation – development of grammar competence

11. What role does the learning context play in classroom when interacting directly with language?

Yo pienso que en clase es donde solo **se aprende la teoría, la gramática, y la cultura**. Si se quiere **desarrollar la capacidad de lengua, es muy importante preparar y repasar la lección por su propia cuenta**.

Sociocultural learning theory focused on language grammar

This questionnaire was applied in the 2021 year.

The questionnaire shows the data obtained throughout this case study from the participant's perspective.

Appendix B. Interview Evidence

**Benemérita Universidad Autónoma de Puebla
Facultad de Lenguas
Lic. en la Enseñanza del Inglés
Puebla de Zaragoza, México
Interview**

Directed by: Tonatiuh Mendarte Rojas

**Name: Yosuke Shirkami
College: Universidad de Tenri
Subject: Lingüística**

**Date: 21/2/2022
Nationality: Japonesa
Age: 28 years**

According to your previous answers in the applied questionnaire, you are asked to consistently answer the following questions based on the importance of grammar. You are also asked to provide details, consider sociocultural aspects, the teacher and student's role.

What characteristics of Spanish are fundamental for a grammar class?

Spanish grammar is complex because the meaning of sentences can change considerably in its correct way of writing its words. That is, in the questionnaire I mentioned that, in my mother tongue (Japanese) there is no concordance of gender and number, as well as the conjugation of the verb. So, when I write sentences in the past tense like "*Ella tenía siete manzanas grandes*" first, I must identify the subject, if it is a *man* or a *woman*, and from here its range of difficulty begins because I also have to identify how to write the gender correctly. So, if I talk about "*el*" why do I have to add the letters "*la*" to the end of the letters "*el*" to refer to a woman? At this point the grammar becomes more complicated because it involves morphological and syntactic aspects of Spanish from Mexico. So, there must be a relationship between the words are used to write a coherent sentence.

In addition, the verb is conjugated in the past, so I must identify how to write it, if it is "*tuvo, tubo, tiene, tener, tenía*" and here, it is not only difficult to identify the verb in the past tense, but also the spelling takes an important place in the grammar. If I write "*tubo*" instead of "*tuvo*" my sentence would lack coherence and would also have no verb. And, if I add an "*s*" in the word "*tubo*" my sentence would be even more confused and poorly worded grammatically.

The same goes for the plural. Depending on the way the words end (*a-s-z*) that correspond to nouns, I must identify which endings the words have (morphology) to make the plural. Many

times, you must also identify if the noun is unstressed or tonic to know where the tilde or apostrophe takes. So, the plural of Spanish is also complicated based on its terminology.

In Japanese we only use denominations to refer to the past or any verb tense, these are added to the verb and are the same for all people. Japanese has pronouns, but they are often not used. To refer to a man or woman, it is based on denominations of formality based on their age and life status, which is why culture also plays an important role. Of course, these denominations have a specific place in the sentence, while Spanish must follow the pattern **(subject + verb + predicate).**

The concordance of the Spanish from Mexico in its gender would be the use of the formality of the Japanese. Therefore, the gender, number and verb tenses are important in the grammar of Spanish to know who we are referring to and in what grammatical tense we are. It has an order in its writing and its way of writing varies considerably. It is the main basis for the development of grammatical competence.

Why is it important to know the education of Mexico to relate it to the study plan of the university where you participate for an international academic cultural exchange?

It is known that the educational system of each country is different from one another. University education in Mexico focuses on the creation of professionals. This academic level is the first one to enter to the professional work depending on the area of study. Languages are part of the social sciences, which one, opens doors mainly in the educational sector.

So, in my experience when I studied at the BUAP languages college, I had to know the university's curriculum before applying for an academic exchange. In this way, I would know how to relate to the educational context that governs this faculty. The curriculum is interdisciplinary in nature since it focuses on the educational training of teachers. Therefore, I knew that I had to be responsible during my stay, considering my profile as a foreign student. The teacher must know the needs of the students, to provide a grammar class, what they can improve? how learning would be facilitated? to know how to apply the most suitable wedging method. The student must also know teacher's role, what teaching method is applied? what learning strategies or techniques teacher can use? This is why learning is based on a sociocultural context where students and teachers interact with each other through language.

The teacher's role based in training.

The teacher is based on a traditional educational model, that is, it focuses on the constant repetition. My grammar classes were supported by traditional material (bound paper, images, cutouts, colours). It does not mean that it was not helpful. However, we are in a modern era, we have technology at our fingertips that facilitates education in an innovative and effective way. The teacher can use digital material from YouTube to teach videos allusive to grammar, where exemplary explanations are provided. Teachers can also opt for a digital dictionary to understand vocabulary.

The languages faculty has the infrastructure, however, not all teachers have the teaching training to make use of these web pages from digital tools. Although, the teacher has master's degrees and doctorates, in some cases, I fully believe that the teacher should be trained based on the new educational generations that live in a technological age. That is why the educational system must be innovative.

The student's role based on behaviour.

Now, education is not only focused on the teacher but also on the student. You may notice that some students do not come to class on time or are late. This denotes that the student does not have the responsible capacity to fulfil their role as a student. The university's curriculum is interdisciplinary, but the student is not disciplined enough (academic behaviour). Indeed, the university is autonomous, therefore the student is also autonomous. That is, in classes some students are very punctual with their professional academic training but, some are not. Certainly, it is also based on the encouragement that teachers provide as part of behaviourism in classroom interaction. If the teacher does not motivate, the student loses interest.

Knowledge construction

Autonomy refers to the fact that the student can form his own knowledge. Based on my academic training in Japan, the new generations of students who are not necessarily part of an academic exchange are considerably supported using ICTs since they are a generation that requires technology in their studies.

What learning strategies or techniques are applied during the learning process in a grammar class?

During my stay as a foreign student from Japan. I applied learning techniques outside and inside the classroom. Inside the classroom I used to be very observant with the explanations that teachers provided as well as to pay attention in the examples. I used to formulate questions that help me understand the "why" of some grammar rules based on their uses.

I also used to compare the form of the verbs to identify in which grammatical tense sentences were used. I had to learn the main rules of spelling and accentuation, for this, I used to be very constant in practice outside the classroom. This is why theory is essential to understand grammatical aspects of Spanish, but so is practice.

As a learning technique I had to put in my practise my knowledge all the time, though, reading texts to identify grammatical aspects, as well as, writing where I understood how to write correctly through my mistakes.

As learning strategies during my Spanish grammar classes, I mainly used to take photos of the grammar topics that were most difficult for me at that time, to review at some free time. On some occasions, I tested my knowledge by writing small sentences alluding to the grammar topic. I was also taking notes and writing down every new word that I did not know, in this way I increased my vocabulary. For all this, I was the main agent in charge of building my own.

This interview was applied in the 2021 year.

The interview shows the data obtained throughout this case study from the participant's perspective.