

**UNIVERSIDAD INTERNACIONAL
DE LAS AMERICAS**

ENGLISH TEACHING

**THE EFFECT OF USING DEDUCTIVE APPROACH
TO IMPROVE SENTENCE-STRUCTURE ORDER ON
UPPER-INTERMEDIATE STUDENTS IN THE FIRST
AND LAST QUARTER 2019 AT ILPPAL HIGH
SCHOOL**

MICHELLE HERNANDEZ CALVO

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ABSTRACT

The effect of using deductive approach to improve sentence-structure order on upper-intermediate students in the first and last quarter 2019 at ILPPAL High School.

The main aim of this investigation is to study how Deductive approach may be applied in order to improve student's sentence structure order during the compositions written by themselves based on the topic "Conditionals". The problem statement relies on the grammar difficulties most students present during their English learning process. In order to comply the objectives, the researcher apply teaching method which always has been adopted by deductive approach.

The research is structured in five main chapters: Introductory Framework, referring to aim scope and methodology. Theoretical Framework, addressing the academic background of Deductive Approach and Grammar. Methodological Framework, including the order of the investigation and the instruments applied in a specific order. Data Analysis, presenting the results of applying the instruments and the corresponding analysis. Finally, Conclusions and Recommendations where the researcher gives her point of view and how the main point of the investigation ends.

RESUMEN EJECUTIVO

El efecto del uso del enfoque deductivo para mejorar el orden de la estructura de las oraciones en los estudiantes de nivel intermedio superior en el primer y último trimestre de 2019 en la Escuela Secundaria ILPPAL.

El objetivo principal de esta investigación es estudiar cómo se puede aplicar el enfoque deductivo para mejorar el orden de la estructura de las oraciones del alumno durante las composiciones escritas por ellos mismos basadas en el tema "condicionales". La declaración del problema se basa en las dificultades de gramática que la mayoría de los estudiantes presentan durante su proceso de aprendizaje de inglés. Para cumplir los objetivos, el investigador aplica el método de enseñanza que siempre se ha adoptado mediante un enfoque deductivo.

La investigación se estructura en cinco capítulos principales: Marco introductorio, que se refiere al alcance del objetivo y la metodología. Marco teórico, abordando los antecedentes académicos del enfoque deductivo y la gramática. Marco metodológico, incluido el orden de la investigación y los instrumentos aplicados en un orden específico. Análisis de datos, presentando los resultados de la aplicación de los instrumentos y el análisis correspondiente. Finalmente, Conclusiones y recomendaciones donde el investigador da su punto de vista y cómo el punto principal de la investigación llega a su fin.

Chapter I

Introductory Framework

This chapter is going to develop the problem statement; in this case, the grammatical issues students present with their composition style. Then, it is followed by the objectives of the investigation, general and specifics. In addition, chapter I includes the justification of the study that establishes how the problem is relevant and how will be justified. After that, the national and international antecedents precede it, and finally, the scope, which mentions the length the investigation, will have.

1.1 Problem Statement

Grammar difficulties are one of the most common problems students present at the moment they learn English as a second language. Those problems are reflected in the composition style each student has in order to write an essay. Most of the time, teachers do not know how to cover those difficulties, and they let them passed by. This fact can be compared to mathematics, if the basis are wrong; furthermore, it will continue being wrong and it will be more complicated to change it.

The moment a student needs to write, he or she starts analyzing a specific situation. Then, the learner has to think about the topic, make a brainstorming, select the most current ideas, and concluded on starting the writing. That process make students to be stressed, and that influences in the way he or she is going to develop his ideas. In addition to it, the student has to remember

the sentence-structure order needed to be fulfilled. Consequently, the student will write incorrectly and will not be motivated about the topics.

Regards to this investigation, the researcher focuses on the research question in order to apply deductive approach correctly and reach the objectives of the investigation successfully. These points turn into a fact of proving that the main purpose must be answered and illustrated afterwards. Therefore, the research question for this investigation is, “what are the effects of using deductive approach through sentence structure order correction on students?”

1.2. Objectives of the Investigation

General Objectives

To analyze the difficulties students present in writing due to their lack of grammar

Specific Objectives

1. To identify the impact sentence-structure order has on students’ composition style
2. To apply deductive approach to correct sentence-structure order errors on students’ compositions
3. To evaluate students’ improvement due to the use of deductive approach in compositions

1.3 Justification of the Study

First, in order to justify those grammar difficulties, the professor needs to have control of the situation since the beginning. The professor has get used to the students, get to know each of them as possible, make them feel comfortable with her and create a good environment. After that,

the professor has to explain the approach correctly. In addition, the teacher needs to make sure each student understands by observing them, and to analyze the difficulties they can present. Then, the professor needs to evaluate the knowledge each of students presents. In order to achieve this last point, the professor needs to use a concrete way to measure that knowledge. Finally, the educator rates the progress each student has had during the entire process. In addition, the teacher will confirm if students understood the deductive approach in order to improve their composition style on the moment they write essays, homework, or even at exams given by the professor.

1.4 Antecedents

According to British Council (n.d.), deductive approach for teaching language starts by giving learners the rules, then examples, and then to practice. It is a teacher-centered approach for presenting new content. This is compared with an inductive approach, which starts with examples and asks learners to find rules; and hence, it is more learner-centered. As an example to illustrate the last thought, the form and use of the third conditional is explained to learners, and then they have a gap-fill exercise to complete. Finally, they prepare their own examples.

The deductive approach may be suitable with lower level learners. On this level, it is necessary a clear base from which to begin with a new language item, or with learners who are accustomed to a more traditional approach and so who lack the training to find rules themselves.

Likewise, (Research Methodology, n.d.) defines deductive approach as an “*deductive reasoning*” in which the person has to developed an hypothesis based on an existing theory, and then, designing a research strategy to test that hypothesis. It has been stated that “*deductive*” means reasoning from the particular to the general. If a causal relationship or link seems to be

implied by a particular theory or case example, it might be true in many cases. A deductive design might test to see if this relationship may occur in general circumstances. In other words, deductive approach is concerned with deducting conclusions from premises or propositions. As a matter of fact, deductive approach has advantages that may occur just as the possibility to explain causal relationships between concepts and variables. In addition, it measures quantitative concepts and generalizes research findings to a certain extent.

Another important fact of deductive approach, it is that people use it to practice for TESOL test. In regards to this, ITTO (n.d.) mentions that deductive approach is more teacher-centered learning in which the points of English grammar are explicitly stated to the students and then tested. Once the grammar is introduced and explained, students usually complete grammar exercises to become familiar with the pattern. As a way to illustrate the idea mentioned before, the following example might clarify what has been mentioned. A teacher writes examples of simple present and simple past sentences on the board. Then, the teacher proceeds to explain the differences between present and past in English. Once the lecture is completed, worksheets are handed out, and students are asked to convert simple sentences from present to past.

Moreover, it is important to know the differences between deductive and inductive approach. In both cases, theory is crucial. However, the relationship between theory and research differs for each approach. Inductive and deductive approaches to research are quite different, but they can also be complementary.

In an inductive approach to research, a researcher begins by collecting data that is relevant to his or her topic of interest. Once a substantial amount of data has been collected, the researcher will then take a breather from data collection, stepping back to get a bird's eye view of the

information. At this stage, the researcher looks for patterns in the data, working to develop a theory that could explain those patterns. Thus, when researchers take an inductive approach, they start with a set of observations. Then, they move from those particular experiences to a more general set of propositions about those experiences. In other words, they move from data to theory or from the specific to the general. Distinctively, deductive approach take the steps described earlier for inductive research and reverse their order. They start with a social theory that they find compelling, and then, test its implications with data. That is, they move from a more general level to a more specific one. A deductive approach to research, people typically associate the one with scientific investigation.

While inductive and deductive approaches to research seem quite different, they can actually be rather complementary. In some cases, researchers will plan for their research to include multiple components, one inductive and the other deductive. In other cases, a researcher might begin a study with the plan by only conducting either inductive or deductive research. Later, the investigator discovers along the way that the other approach is needed to help illuminate findings. Here is an example of each such case according to American Sociological Review (2004):

In the case of my collaborative research on sexual harassment, we began the study knowing that we would like to take both a deductive and an inductive approach in our work. We therefore administered a quantitative survey, the responses to which we could analyze in order to test hypotheses, and conducted qualitative interviews with a number of the survey participants. The survey data were well suited to a deductive approach; we could analyze those data to test hypotheses that were generated based on theories of harassment. The interview data were well suited to an inductive approach; we looked for patterns across the interviews and then tried to make sense of those patterns by theorizing about them. (P.64-92)

In addition, (Bilash, 2009) talks about how can professors decide which methods are the best choice for a specific topic. Both, deductive and inductive sequences are valuable for teaching concepts, generalizations, processes, and skills. The teacher must decide the method to be selected by giving the learning outcomes desired and the composition of the class. When choosing and selecting, the teacher should consider a number of factors. First, students will usually be more involved in the learning experience and tend to participate more actively when an inductive approach is used. If a deductive approach is chosen, it is important to structure the learning experience in order to draw on students' prior experiences and learning. In addition, to provide for the learners' active involvement.

The deductive approach is more predictable because the teacher selects the information and the sequence of presentation. Nevertheless, students tend to understand and remember more when learning occurs inductively. Despite that, deductive approach is faster, and it can be an efficient way to teach large numbers of facts and concrete concepts.

1.5 Scope

The investigation will only focus in the application of deductive approach. Eventually, there is another approach called inductive approach, which focuses more on the psychological part of each person. Because of that, inductive approach will not be used during this investigation.

Furthermore, the investigation will mention some other approaches or techniques that can be used to improve students' grammar within composition styles. Each approach or technique will have its own definition, explanation and examples about when, where and how can professors use them depending on the situation. In addition, the investigation will name the issues students present

when writing; obviously followed by the different theories or thesis people have made around time about them.

An important fact to mention is that the concept of grammar is extended. Since the current investigation is going to be strict to the point, it means it will not include any other type of approach or technique, which does not focus on composition styles or the skills needed.

Chapter II

Theoretical Framework

In studies with deductive approach, the researcher formulates a set of hypotheses starting the investigation. Then, relevant research methods are chosen and applied, as a way to test the hypotheses and to prove if they are right or wrong.

2.1 Literature Review

The purpose of this section is to analyze how researches about the reading skill have changed over the course of time as well as provide support to the topic under investigation. Generally, studies using deductive approach follow the following stages:

2.1.1 Deducing hypothesis from theory

Deducing Hypothesis from theory means that people assumes a singular observational statement in order to create theoretical reasoning by themselves. Based on science explanation, the hypothesis background theory has to be placed according to the results that may be given. This means, the analysis has a correlation with the conclusion. If not, the hypothesis becomes a fantasy thought that cannot be applied or to put into practice.

In spite of testing different hypotheses, the main interest consist on achieving knowledge from a particular situation in which the person may defend or support their ideas with the adequate information and basis that supports its ideals. Nevertheless, this induction contains repercussions such as prioritize logic emerging from experience than to expand their knowledge from using deductive concepts as many scientists do with their students.

According to HUME (1974), there are two ways of validating knowledge:

1. By logic, based on the relation of ideas just as with mathematical framework.
2. By experience, following matters of fact like identifying the each cause and effect depending on the case.

Due to this, knowledge building evolves from fantasy thoughts to general beliefs regarding causes or statements about sets of facts and their possible solutions. Based on HUME (1974), induction does not involve a logical base. The “statement about all”, it is not contained in the “statement about some”. The problem of induction, in this sense, is that there is no logical connection between statements, but rather an empirical connection based on repetition of experience. Similarly, Hume assumes that if a person has a belief in something today, merely will do it once again next days. This fact might cause a psychological component on knowledge-building process. This means that if emotions are related with imagination based process, sensory might be the principal component.

In contrast to, the process of analyzing information begins with researchers establishing initial contact with the material in their set by means of a general reading. This is followed by careful reading or interviewing a person, creating an image, excerpts from documents, so on so forth. In this process, researchers can write their own thoughts, record their impressions and insights, which can help them in later stages of the analysis. Some researchers refer to these records as "audit trails" (also known as audit log) that provides a secure chronological record evidence of the activities sequence that affect an operation or procedure.

As a result, certain themes and patterns emerge from the data. Consequently, they will inductively reveal themselves to the researchers in the data's interaction with the empirical tools. Another alternative in attempting to discover themes, it may be the analysis of data according to

an existing framework, that is, deductively. Thus, when creating material for qualitative analyses, researchers can be both inductive (allowing themes, patterns, and categories to emerge from the data) and deductive (relying on previous analytical categories, obtained from a theory of reference or even an interview guide), or both at the same time (especially in a mixed research). This procedure is complemented by categorization and conceptualization. Inductively speaking, the purpose of analysis is to reduce material even further, and at the same time, raising its level of abstraction. It allows researchers to organize them and develop conceptualizations about a specific purpose. In order to achieve this, researchers can contextualize the information in order to compare their theories and other findings; moreover, compare subgroups, recognizing whether explanations differ depending on the individuals' experiences. Researchers can also try to explain those units of empirical material that do not fit into the theory underneath.

A fundamental question related to the procedure described above, and a question that has a direct impact on the relation between theory and empirical data, is the difference between "theme," "pattern," and "category." In general, any person can say that themes are related to central meanings that organize experiences. Qualitative researchers often observe that themes can be identified in repeated ideas, sentences, concepts, words, images and sounds. Also, in similarities among units that make up the analysis material for example, among different interviewees (Bernard & Ryan, 2010). In addition, in indigenous concepts used by individuals to describe their life experiences (Patton, 2002), in the in vivo codes (Strauss, 1987; Strauss & Corbin, 1998), or sensitizing concepts incorporated into the data (Blumer, 1978). Moreover, in the frequency and intensity of repetition of the material under analysis, in the location of the themes in discourse and in its centrality as a cognitive element and effective organizer of experience (Mandler, 1984). In

summary, themes can assume both categorical (an instance of the experience, a unit of meaning), and frequently (repetition of themes or their location in networks or schemes) forms.

Identifying themes, it is the first transposition from the empirical to the theoretical. In other words, an initial inductive leap. This does not occur abruptly, but rather as a process of growing abstraction. Indeed, themes can be at the onset of analysis, simply codes (labels) assigned to certain portions of empirical material—for example, to particular parts of an interview, or even to a single sentence, word, or image. Progressively, codes will merge with others, rearrange themselves, and then reflect a more abstract concept or topic, reducing raw data dispersion.

Regardless of the strategy used, the last procedure of qualitative analysis should allow researchers to develop a theory that is not a simple synthesis of observational statement, but a description in a broad sense. Researchers must go beyond induction, and there is where conciliation problems emerge between empiricism and the criteria demanded for a specific purpose.

2.1.2 Formulating hypothesis

Talking about the formulation of hypothesis in operational terms and proposing relationships between two specific variables, determines the effectiveness of inductive and deductive methods of grammar teaching on two groups of EFL students. In terms of Grammar teaching, the sentences patterns (which are essential to define meaning and use) are similar to be teaching the language rules of English, something that must be clear.

Before 1970s, grammar was the essential part of language instruction, as it was believed that without knowing the grammatical rules of the language, ones would not be able to communicate well. This belief was then challenged by the notion, "knowledge of the grammatical

system of the language...was one of the main components which underlie the notion of communicative competence." (Richards & Renandya, 2002). This shift suggests that in order to be a communicative speaker/ writer, a person should not only master the rules of the language (the language patterns), but also should know how these rules are put together in real communication to convey meaning. However, the language users now agree that without good command of grammar, language development will be constrained. Besides, language within a good grammar is a requirement for someone to be accepted in certain social contexts, says academics, law, medics, and such. Since then, the issue does not ask whether to teach grammar or not, but it shifts on, how should we teach grammar? Should we teach it deductively or inductively? Which grammar should be taught? It implies that the controversy has always been whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use. (Nassaji & Fortos, 2011). Furthermore, the most current obstacle in grammar teaching mentions that the main issues of grammar and grammar teaching covers three major problems. Those issues are, "... beginning with those that conceptualized teaching in terms of methods with an exclusive focus on grammar, continuing later as types of exposure to meaningful communication, and emerging more recently as a set of instructional options with a focus on both grammar and meaning."(Nassaji & Fortos, 2011).

For this reason, the different and opposite approaches included are de inductive and deductive teaching or reasoning. Both have advantages and disadvantages. In the case of deductive approach, the concept goes strict to the point; or in other words, from general to specific using rules, patterns, principles that are presented first and then their corresponding examples. Similarly, deductive approach, which may be known as rule-driven teaching, enjoys advantages just as going straightforwardly to the point and be time-saving. In addition, a number of rule aspects (for

example form) can be simpler and clearly explained than elicited from examples; therefore, practice/application examples are immediately given after giving theory. Deductive approach acknowledges the role of cognitive processes in language acquisition. It confirms many learners' expectations about classroom learning, particularly for those who have an analytical style.

On the contrary, an inductive approach starts with some examples from which a rule is inferred. In grammar teaching, educators present the examples at the beginning, and then generalizing rules from the given samples. Inductive grammar learning commonly happens for native speakers of English, who can produce a grammatically correct utterance, but they do not know the rules underlie it. Inductive approach is often considered to have merits like the way learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance. The learners are more active in the learning process, rather than being simply passive recipients. The approach involves learners' pattern recognition and problem solving abilities in which particular learners are interested in this challenge.

The main difference between both approaches is the teacher's role. In a deductive classroom, the teacher conducts lessons by introducing and explaining concepts to students, and then expecting students to complete tasks to practice the concepts; this approach is very teacher-centered. Even though inductive instruction is a much more student-centered approach, it makes use of a strategy known as 'noticing' in which the teacher would present the students with a variety of examples for a given concept without giving any preamble about how the concept is used. As students see how the concept is used, it is hoped that they will notice how the concept is to be used and determine the grammar rule. As a conclusion to the activity, the teacher can ask students to explain the grammar rule as a final check that they understood the concept.

As shown above, those two methods are completely different and using both will be impracticable. That distinct feature finds, obviously, reflection in the results that they produce. Overall, the researcher of the current study believes that applying deductive method as the main of presenting grammar instruction is bound to produce amazing results and help students back up their knowledge with intuition and a deeper understanding of the second / foreign language. Therefore, this paper is devoted to measure differences between inductive and deductive methods. This reason goes in terms of teaching grammar to EFL students, and investigate which one of these methods result in a higher learning outcome.

As time passed by, there has been controversy among teachers in order to decide which method is the most applicable. Instead, until now, there has not been a relative effectiveness to differentiate one from the other if both can be applied correctly depending on the class level and the way of teaching. Even though the amount of studies, the greatest effectiveness of both approaches continues as a debate.

The inductive approach to instruction has advanced differently throughout past studies and creating different variations on the same concept. For instance, Seliger conducted a study in which the instructor presented the grammar rule at the end of the lesson. In other studies, the students were instructed to identify the rule on their own following the lesson (Robinson, 1996; Rosa & O'Neill, 1999; Shaffer, 1989). Furthermore, there has been variations. Variations in which students were exposed to instances of the target structure embedded in a context that did not point out the rule nor require that learners look for any sort of pattern (Abraham, 1985; Herron & Tomasello, 1992; Erlam, 2003).

The conclusions for those different studies display mixed results with some proposing saying that the inductive approach may be more advantageous than the deductive approach (Herron

& Tomasello, 1992). Contrary to the above-mentioned studies, there are also some other studies which resulted in the more effective nature of deductive approach for teaching grammar. Nagata (1997) has done an experimental comparison of deductive and inductive feedback generated by a simple parser. This study describes a parse-driven Japanese tutor designed for second language instruction and presents an empirical investigation of the program. Results of the study indicate that ongoing, rule-driven deductive feedback is more effective than example-driven inductive feedback for learning relatively complex structures.

Meanwhile, Galotti (1997) has investigated children's differential performance on deductive and inductive syllogisms. In this investigation, fourth grade elementary students were examined to see when and how children distinguish deductive and inductive problems. It was found that by fourth grade students, confidence ratings for deductive problems were higher than those for inductive problems; therefore, responses were faster. Some other scholars suggest that the deductive approach is more successful (Robinson, 1996; Seliger, 1975), and the remainder making no distinction between the two approaches.

Overall above, demonstrates a complex and continuous problem of teachers to determine the most adequate method. This problem is complicated by the consideration of various instruction techniques under different titles such as discovery, problem-solving, expository, inductive and deductive methods of teaching. Most theories of instruction deal with one of these methods, but do not share a common interpretation. One of the most interesting and important debates in education revolves around the relative efficacy of inductive and deductive methods of teaching. Research on the effectiveness of these two teaching strategies has not adequately demonstrated the superiority of either one of these teaching approaches.

In addition, a set of different theories and thesis about deductive approach are taken in order to show some perspectives of distinct authors, teachers, and thinkers about deductive approach usage in terms of teaching. Moreover, the use of grammar, English sentence structure and teaching grammar at basic level theories and studies are shown for the researcher to make clear how deductive approach works in the use of grammar. In addition, the researcher makes clear how English sentence structure functions by the divisions and sub-divisions of its own. As a result, the investigation decided to include three more points that describe and explain each of these previous studies.

2.1.3 New deductive approach to planning

A new deductive approach to planning is introduced which focus more on Horn clauses. These plans, as well as situations, are represented as terms. During the last 30 years of research in planning there have always been two main directions. The first, and more favorite one, aims on building efficient and intelligent systems, which generate plans for complicated domains. The second approach tries to use results and methods from automated theorem proving, to show the usefulness of these methods, and to build planning systems with a well-defined semantics.

Although, these deductive systems are not able to cope with the hard problems solved by the knowledge-based systems, the results, which are produced in this area, are often very useful to understand what planning systems really do, and how their capabilities can be improved. The majority of deductive planners are still linear planners (this means that the plans which they handle and produce are strictly ordered; in contrast to partially ordered nonlinear plans). It is commonly accepted that a clear understanding of linear planning, it is a necessary precondition for understanding nonlinear planning. For this reason, predicate logic (and modal logic) is widely used as a specification language to examine new planning principles or to reconstruct old methods.

On the other hand, logic calculi is regarded too inefficient in order to implement those logic programs for plan generation. Therefore, besides our interest in the semantics of planning systems, our main goal is to apply the elaborate and often very efficient methods developed in automated theorem proving to plan generation.

Moreover, the deduction has to be guided: The application of the frame must be deferred as long as they are not necessary for the solution of the problem. Otherwise, the system would produce infinitely many correct, but unnecessary theorems about the problem.

Further, the thinker W. Bibel (1986) also improves the representation of the problem by introducing a single state literal in the preconditions and post conditions of an operator. To handle such operators, the author uses a modified version of his connection calculus. Thus, he is able to avoid frame axioms completely, but the semantics of the resulting calculus had to be redefined. For this reason, is that the approach is based on Horn clauses.

In the example below, we depict our basic principle within a very simple example of the well-known blocks world domain. A certain situation in the blocks world is specified by a collection of fluent about the world. For example, the *block a*, has a clear top and sits on *block b*; *block b* itself is located on the table and the hand of the robot is empty. A plan is a sequence of actions, which when executed transforms one situation into another. For example, executing the plan $\text{unstack}(a, b) : \text{putdown}(a)$ transforms the situation given above into the situation $T(a) \wedge C(b) \wedge E$ as shown in figure 1 by lifting *a* from *b* and putting it on the table.

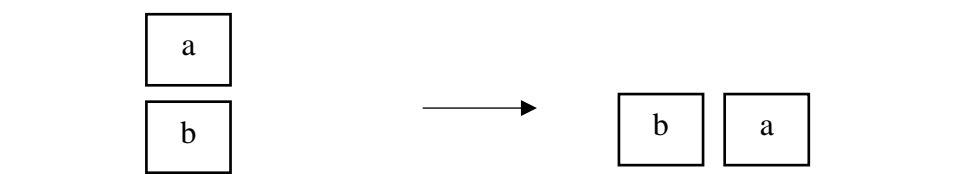


Figure 1: The most simple **blocks world** example

This theory helped to illustrate how horn clauses may be used also deductively speaking, in which the thinker or teacher provides the theory with examples, and the students easily adopted due to the explanation given. By using the same theory or example inductively, the thinker or teacher would have had to show first the example, and let the students deduce what horn clauses were or their specific usage; whereas, they could reach the teacher's expectations or simply deduce something incorrectly. In that way, it is proven the waste of time within the class.

Now, in the following investigation provided, it will be included the English sentence structure usage. The research explains the different lexical/substantives the language provides, their functions, and how to differentiate sentences morphologically speaking or syntactically. The variety of examples, which explains clearly each point of view mentioned throughout the entire thesis, collaborates supporting the information provided. In addition, it helps to a better understanding or to refresh some English grammar rules that might passed unnoticed the moment of teaching them.

2.1.4 English sentence structure

Within traditional grammar, the syntax of a language is described in terms of a range's taxonomy from different types of syntactic structures found in the language. The central assumption supports syntactic analysis in traditional grammar as phrases and sentences, which are built up from a series of constituents. Each of them belongs to a specific grammatical category and serves a specific grammatical function. Given this assumption, the task of the linguist on analyzing the syntactic structure from any given type of sentence is to identify each of the constituents in the

sentence. In addition, the linguist contributes by saying the category it belongs to and what function it serves.

In the case of the sentence ‘‘Students protested’’, traditionally speaking consists of two constituents (the word students and the word protested). Each of these constituents belong to a specific grammatical category (students being a plural noun and protested a past tense verb) and that each serves a specific grammatical function (students being the subject of the sentence, and protested being the predicate). The overall sentence ‘‘Students protested’’, has the categorical status of a clause which is finite in nature (by virtue of denoting an event taking place at a specific time), and has the semantic function of expressing a proposition which is declarative in force (in that it is used to make a statement rather than asking a question). Accordingly, a traditional English grammar use would tell that the simplest type of finite declarative clause found in English is a sentence, in which a nominal subject is followed by a verbal predicate.

Straightaway, in traditional grammar, words are assigned to grammatical categories (called parts of speech) based on their semantic properties (referring to their meaning), morphological properties (about the range of different forms they have) and syntactic properties (talking of word-order properties relating to the positions they can occupy within sentences).

All set of words, which belong to the same category, have a number of semantic, morphological and syntactic properties in common. As an important fact, it is necessary to mention that traditionally there are two different types of words. On one hand, namely content words/connectives (words which have substantive lexical content), and on other hand, namely function words/functionors (words which essentially serve to mark grammatical properties).

In order to illustrate the difference between both, the researcher will compare a contentive word like *car* with a functor like *they*. A noun like “car” has a substantive lexical content that denotes an object, which typically has four wheels and an engine, and it would be easy enough to draw a picture of a typical car. By contrast, a pronoun such as “they” has no descriptive content (it cannot be drawn), but rather is a functor which simply marks grammatical (more specifically, person, number and case) properties which exemplifies that it is a third person plural nominative pronoun. Because they have lexical semantic content, content words often (though not always) have antonyms. For example, the adjective *tall* has the antonym *short*. The verb *increase* has the antonym *decrease*. The preposition *inside* has the antonym *outside*. By contrast, a typical function word like the pronoun *me* has no obvious antonym.

Due to those two different types of content and function words, they are categorized in two different grammar categories. Content words are namely lexical/substantive and Function words are inside Function categories.

Talking about the lexical/substantive category, it names the noun, verb, adjective, adverb, and preposition of a sentence. Describing all of them, whereas **nouns** are traditionally said to have the semantic property that they denote entities, so *bottle* is a noun (since it denotes a type of object used to contain liquids), *water* is a noun (since it denotes a type of liquid) and *John* is a noun (since it denotes a specific person). There is a number of distinct subtypes of noun. For example: a noun like *chair* is a count noun in that it can be counted (one chair, two chairs . . .), whereas a noun like *furniture* is a non-countable noun that denotes an uncountable mass (hence the ungrammaticality of *one furniture, *two furniture... asterisk being used to indicate that an expression is ungrammatical).

Likewise, a distinction is traditionally drawn between a common noun like *boy* (which can be modified by a determiner like *-the boy is lying-*) and a proper noun like *Andrew* (which cannot be used in the same way in English, as seen from the ungrammaticality of *-The Andrew is lying*). Count nouns generally have the morphological property that they have two different forms: a singular form (like *horse* in *one horse*) used to denote a single entity, and a plural form (like *horses* in *two horses*) used to denote more than one entity. Common nouns have the syntactic property that they only (an appropriate kind of) can be used to end a sentence. The following sentence *They have no . . .* might illustrate the words expressed before. In place of the dots, a singular count noun like *car*, or a plural count noun like *friends* or a mass noun like *money* could be inserted, but not other types of word (*not see* or *slowly* or *up*, as these are not nouns).

The second lexical/substantive category is the **verb** that denotes actions or events like *sleep*, *drink*, *push* and *create*. From a syntactic point of view, verbs have the property that only an appropriate kind of verb (in its uninflected infinitive form) can be used to complete a sentence such as *We can . . .*. Therefore, words like *stay*, *leave*, *hide*, *die*, *starve* and *cry* are all verbs. From a morphological point of view, regular verbs like *cry* in English have the property of four distinct forms: from the verb *cry* comes the present tense *cries*, the past tense, past perfect, past participle and passive participle *cried* and the progressive participle *crying*.

The third lexical/subjective category is the **adjective**, which denotes states, attributes, qualities of the verb just as *sad*, *blue*, *new*, and *healthy*. Adjectives have the syntactic property of occurring after verb *be* in order to complete a sentence like *They may be . . .* (as *They may be tired/ill/happy*), and the further syntactic property that may have different varieties where they can be modified by a degree word like *very/rather/somewhat* (as *She is very happy*). Many, but not all

adjectives, have the morphological property that they have comparative forms ending in *-er* and superlative forms ending in *-est* (as in *big/bigger/biggest*).

The fourth lexical/substantive category is the **adverb**, which denotes how the action is performed (as with *bad* in *He cooks bad*). In addition, they are divided in regular and irregular adverbs. In the case of regular adverbs, they have the morphological property of being formed from adjectives by the addition of the suffix *-ly* (as in the adjective *quick* we have the adverb *quickly*). A syntactic property of adverbs is that an adverb (like *badly*) is the only kind of word which could be used to end sentences such as *She behaved. He treats her, or He worded badly*. However, the irregular adverbs do not follow the basic rule and either remain unchanged or change completely just as in the case of: *good – well, fast – fast, hard – hard*.

The last lexical/substantive category is the **preposition**. Many of these have the semantic property of marking location (as *in/on/off/inside/outside/under/above/below*). They have the syntactic property, which can be modified by *right* in the sense of ‘*completely*’, or by *straight* in the sense of ‘*directly*’ (as with the preposition *down* in *He fell right down the stairs* and the preposition *to* in *He went straight to bed*). Prepositions have the morphological property that they are invariable/uninflected forms (as in the preposition *off* has no past tense form, where the expression *offed, offer or offset do not exist*).

In addition to those lexical/substantive categories identified above, English language also contains functional categories. One of them is the **determiner**, whose members include the definite article *the* and the demonstrative determiners *this/that/these/those*. The name ‘‘determiners’’ refers to the semantic property of determine specifically the noun’s expressions, which are ‘‘definite referring expression’’. For example, *the car* in a sentence: *Should we take the car?* This final example, it is a definite referring expression in the sense that it refers to a definite (specific) car,

which is assumed familiar to the hearer/addressee. A related class of words are those that belong to the functional category **quantifier**, denoting expressions of quantity, such as *some /all /no /any /each /every /most /much/many* that refers over a single entity.

Furthermore, another type of English functional category is the **pronoun**. Pronouns are items, which are said to ‘stand in place of’ or ‘refer back to’ noun expressions. However, there are reasons to think that there are a number of different types of pronoun found in English and other languages. For example, in sentences such as, *John has a red car and Jim has a blue one*. The word *one*, it is traditionally said to be a pronoun. The reason is that it has no lexical semantic content of its own, but rather takes its content from its antecedent (where *one* refers back to the noun *car* and so *one* is interpreted as having the same meaning as *car*). However, from a morphological perspective, the pronoun *one* behaves like a regular count noun in that it has a plural form ending in -s (as in *I will take the green apples if you have not got any red ones*). Therefore, more accurately, it could be said that *one* is a pronominal noun. By contrast, in a sentence like, *Many miners were rescued, but some died*, the word *some* seems to function as a pronominal quantifier. In addition, in a sentence like, *These pineapples are ripe, but those are not*, the word *those* seems to be a pronominal determiner. Indeed, some linguists have argued that personal pronouns like, *I / me /we /us /you /he /him /she /her /it /they /them*, are pronominal determiners. Therefore, some pronouns can be used as determiners, which modify a following noun (as in *We republicans don't trust you democrats*, in which *we* could be argued to be a determiner modifying the noun *republicans*, and *you* could be seen as a determiner modifying the noun *democrats*).

Similarly, there exists the **auxiliary verbs**, which are other type of functional categories found in English. Their semantic property consist of marking grammatical properties such as tense, aspect, voice or mood. Auxiliaries have the syntactic property that (unlike lexical/main verbs) they

can be inverted with their subject in questions (as in the statement, *It is raining* , became as question *Is it raining?* In which the auxiliary has moved in front of the subject “It” and have been inverted). The following items italicized below, are traditionally categorized as auxiliaries taking complement containing a bold-printed verb:

- (a) He *has/had* [**won**]
- (b) She *is/was* [**sleeping at home**]
- (c) They *are/were* [**taken away for an interview**]
- (d) He really *does/did* [**speaks a lot**]
- (e) You *can/could* [**thought us**]
- (f) They *may/might* [**written back**]
- (g) He *will/would* [**get beaten**]
- (h) I *shall/should* [**bet**]

As a result of the previews illustration, the verbs *have/be* in (a, b) are **perfect/progressive aspect auxiliaries**. The verb *be* in (c) is a **passive voice auxiliary**, just as *do* in (d) that is an *expletive auxiliary* (this means with no intrinsic lexical semantic content) and *can / could / may / might / will / would / shall / should* in (e, h) are **modal auxiliaries**. The importance is about what they have in common, that it is the fact they inflect for present or past tense. Therefore, they have belong to the category of tense-marked auxiliary among time.

As a summary, the syntax of a language is described in terms of a range taxonomy (classificatory list) from different phrase-, clause- and sentence types found in the language. Therefore, a typical traditional grammar of English will include chapters on the syntax of

negatives, interrogatives, exclamatory, imperatives and so on. The chapter about interrogatives will note that in main-clause questions in English as, ‘Is he winning?’ The present tense auxiliary is inverted with the subject *he*, but not in a complement clause questions like the if-clause in, ‘I wonder if he is winning’. It will typically not be concerned with trying to explain why auxiliary inversion applies in main clauses but not complement clauses. This reflects the fact that the primary goal of traditional grammar is description rather than explanation.

In contrast to the taxonomic approach adopted in traditional grammar, Chomsky takes a cognitive approach to the study of grammar. For Chomsky, the goal of the linguist is to determine the fact that native speakers know about their native language, which enables them to speak and understand the language, and how this linguistic knowledge might be represented in the mind/brain. Hence, in studying language, there is a specific kind of cognition (human knowledge). In an obvious sense, any native speaker of a language can brag to know the grammar of his or her native language. For example, any English native speaker can tell the negative counterpart of, *I like syntax*, is, *I do not like syntax*, and not, *I no like syntax*.

In other words, native speakers know how to combine words together to form expressions (of negative sentences) in their language. Likewise, any native speaker of English can affirm that a sentence like *She loves me more than you* is ambiguous and has two interpretations which can be paraphrased as, ‘She loves me more than she loves you’, and, ‘She loves me more than you love me’. Therefore, native speakers also know how to interpret expressions in their language.

However, it is important to emphasize that this grammatical knowledge, of how to form and interpret expressions in a native language, it is **tacit** (subconscious) rather than explicit (conscious). For that reason, it is incorrect asking an English native speaker a question such as, ‘How do you form negative sentences in English?’ since human beings have no conscious

awareness of the processes involved in speaking and understanding their native language. As a way to introduce a technical term devised by Chomsky, it can be mentioned that native speakers have grammatical **competence** in their native language. By this, they have tacit knowledge of their language grammar (of how to form and interpret words, phrases and sentences in the language).

Similarly, due to the importance grammar has on the language, teaching grammar at basic level may be complicated. Nevertheless, in order to reach this investigation purpose, it is important to mention some aspects that might be included at this level of teaching. Whereas, as everything, it appears the positive and negative part. In addition, the investigation below mentions and supports again on how using deductive approach helps efficiently throughout the learning process, and of course, the importance of using this method.

2.1.5 Teaching grammar at basic level

Around many countries, English language serves many roles. For instance, it may be instructed in schools the official language in others and the major language among the internet. Besides, it is also the language across the curriculum of people in order to teach the same languages or others. Consequently, educational success depends largely on their proficiency in English.

From studies on English language, it appears to be a decline in standards of itself. It goes among student, users, and many researchers attributing this perceived problem to many factors including methodology used by teachers, students' own attitudes and environmental factors. Moreover, without taking into account the fact that, the English Language appears to be indispensable in some regions and teachers of English Language. For that reason, examiners have persistently raised concerns about the falling standard of English Language.

Any deficiency in the language will impede the flow of communication indicated that the way a communication system works according to its grammar and both, sender and the recipient, need to use grammar if they are going to understand each other.

“If there is no grammar, there can be no communication.”

The above statement underscores the importance of grammar teaching in the basic schools. This means that for good communication to take place, the message should get to its destination effectively without any barrier. In order to achieve effective communication, the message sent should be devoid of grammatical errors such that comprehension is hindered.

Observe grammar knowledge is very important. It enables students to communicate accurately, meaningfully, and appropriately. From this assertion, one could see another importance of grammar, which is, helping students with the structure they need to carry across their messages. Furthermore, by sharing the same view, grammar is the backbone of a language, and without it, any single thing you do may be flux. Grammar provides structure in order to organize a writer's messages and ideas across. This syntax is the railway through which messages will be transported.

In the same way, since a train cannot move without railway, a writer cannot convey his or her message effectively without the right structure of the language. There is clear evidence that grammar cannot be ruled out in our schools; hence, the need to teach it well to enable students grasp all the grammatical skills. Although the role of teachers in the grammar classroom is very crucial, some professors take grammar teaching at the basic level for granted. Many see grammar teaching as the easiest subject to teach and instruct it with the mind that students will understand easily. Besides, there should be best practices in teaching grammar to help students understand and apply the rules effectively in their day-to-day communication.

As a result, it is expected that teachers would be able to adopt appropriate and effective strategies to teach grammar in the language classroom. However, it appears many teachers are not trained to explore other methods apart from the traditional grammar memorization method. Researchers believe it is proper for educators to consider suitable methods for teaching grammar because strategies teachers adopt to teach their students really counts.

As a matter of fact, there is where again deductive and inductive approaches are taken into consideration. The deductive teaching is a traditional approach in which information about the target language and rules are driven at the beginning of the class. Then, they are continued with examples. The principles of this approach are generally used in the classes in which the main target is to teach grammar structures. For instance, deductive principles are convenient for situations which grammar translation method is applied. According to three basic principles, a deductive lesson starts with presentation of the rules by the teacher. Secondly, the teacher gives examples by highlighting the grammar structures. Then, students practice with the rules and produce their own examples at the end of the lesson.

In contrast, inductive teaching involves a process in which learners discover the grammar rules themselves by examining given examples. In an inductive approach, it is also possible to use a context for grammar rules in which learners explore these rules in a text or an audio rather than isolated sentences. It is denoted that in an inductive approach, learners are provided with samples, which include the target grammar that they will learn. Then, learners work on the examples and try to discover the rules by themselves.

In regards, a deductive approach is based on the top-down theory in which the presentation and explanation of grammar rules take precedence over teaching. The language is taught from the whole to parts, in that way learners understand the grammar rules and structures first. Next, they

see the examples provided by their teacher, and finally, they begin to produce their own examples. In contrast to this, an inductive approach is based on the bottom-up theory, which accepts the view that language learners tend to focus on parts rather than the whole. For this reason, the teaching process begins with a text, audio or visual in a context. Secondly, learners work on the material to find the rules by themselves. In the final stage, they give their own examples.

Since deductive approach is more teacher-centered, the inductive approach is more student-centered. The merit of the inductive-deductive lies in which approach in reality yields or seems to yield better results at a given level. It seems preference for the deductive approach due to its motivation, more by convenience than results. Differently, the inductive approach appears to be more cumbersome and time consuming. Consequently, this study seeks to explore the effectiveness of the deductive method in teaching grammar at high school level and find appropriate activities to help students grasp the correct structure.

As a conclusion to this chapter, all the previous theories showed studies and investigations of different ways to use Grammar English. Everything depending on students' level, the importance deductive approach includes combining all the information gathered from general to specific and creating a concrete way to be used facilitating grammar in students.

Teachers should more often use this method. In that way, they facilitate students' learning process. In the language classroom, it is expected that students acquire knowledge and apply it without any difficulty, but in the case of grammar, the knowledge acquired is not being applied effectively. The mistakes some students make in their oral language and written essays attest to this fact. There is the need to handle teaching and learning of grammar in such a way that students will be able to acquire the knowledge and use it effectively.

For instance, when professors teach children how to swim, they expect the child to produce the movements of hands and legs correctly, but not to give the principles governing how swimming is made. For grammar teaching, it applies in the same way. What teachers expect is learners to be able on using the structures effectively. Students do not need principles governing the language, but they need to apply whichever structures they learn. As an additional fact, findings from the study indicated that students lack practice. Practicing grammar structures learnt is very important and helps, in this case, students to grasp the structure easily.

One old Chinese proverb said, “I hear and I forget, I see and I remember, I do and I understand”, which explains it all. If students need practice to grasp the grammatical structures, then teachers have a great task in the language classroom. This aspect is very important. It should not be taken for granted because students hear a lot about the structures. They seem to forget all the rules. For that reason, for children to understand grammar rules, teachers are expected to take all students through many activities to help them get first- hand experience. This will help them perform efficiently in the use of the grammar structures.

In regards to this, teachers have the responsibility of discouraging attitudes like teasing their learners when they make grammatical errors. Whenever there is teaching implicated, there should be a change in behavior, and therefore, through grammar lessons. The researcher reflects that when students are taken through activities like picture description, storytelling, enough writing of exercises, role-plays and videos, it will enable students acquire the grammatical knowledge they need to use in their day-to-day activities. The investigator agrees with the earlier researchers who are advocating for the use of deductive teaching; even though it is difficult to use, but it is very useful when the language learned is not the students’ mother tongue.

Chapter III

Methodological Framework

This chapter will develop the information about how the investigation takes place. The first point starts with the description of the approach used. There are three different approaches, the qualitative approach, quantitative approach, and a mixture of both. An investigation may use one of them depending on the main purpose. In addition, this chapter will define the investigation's design, and the different sources used to fulfill the analysis of each category. In order to complete the chapter, it will end with the data collection instruments, in which an explanation on how every instrument will be measured is included. Finally, the chapter will close with the collection data process and data analysis, which explains how to collect information to realize the investigation.

3.1 Research Approach

The investigation will use a qualitative and quantitative approach. About qualitative approach, which means the most applicable thing, the researcher will use theories, investigations, primary, secondary and tertiary sources to reach the main goals of the investigation. Furthermore, with the quantitative approach, the analysis and the use of graphs as a mean to demonstrate the results of the investigation.

According to Statistics Solutions (2018), a qualitative research seeks to tell the story of a particular group's experiences in their own words, and is therefore, focused on narrative (while quantitative research focuses on numbers). The logic of qualitative research can be challenging for researchers more accustomed to the traditional deductive approach. Unlike most quantitative research, in which researchers state specific hypotheses and then collect data to

empirically test them, employs an inductive approach in which the researcher first collects data and then attempts to derive explanations from those data. As such, qualitative research tends to be more exploratory in nature, seeking to provide insight into how individuals (or organizations, groups, etc.) understand aspects of their worlds.

Distinctively, quantitative approach involves the use of computational, statistical, and mathematical tools to derive results. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population. Quantitative data collection methods include various forms of surveys, online surveys, paper surveys, mobile surveys and kiosk surveys, face-to-face interviews, telephone interviews, longitudinal studies, website interceptors, online polls, and systematic observations.

Another important research to be used is the Research Software, which is the ideal survey platform and online research software in which structured techniques such as large numbers of respondents and descriptive findings are required. This type of research helps organizations effectively gather and analyze quantitative data.

To conclude, it is important to know the differences between qualitative approach and quantitative approach. According to SIS International Research (n.d.), both types of research vary widely, not only their results, but all other aspects as well. While qualitative data provides a subjective overview of marketing problems, quantitative defines a structured cause-and-effect relationship between the problem and factors.

One of the major differences in the two types of researches is the difference in the data collection method. Data collection is one of the most important aspects of the quantitative

research process. Data collection involves having the researcher to prepare and obtain the required information from the target audience.

Data preparation includes determining the objective of data collection, methods of obtaining information, and the sequence of data collection activities. One of the most important aspect in this process is selecting the right sample for data collection. The data is then carefully collected from only those people who are most relevant to the objectives of the study. These people mentioned, are known as a target segment. This sample is a group of people who are similar across a variety of variables.

The data collection tools for a quantitative research are surveys and experiments. Experiments can provide specific results regarding the cause-and-effect relationship of several independent or interdependent factors related to a particular problem. The most common approach for doing quantitative market research is a survey or questionnaire. Surveys can include interviews, which can be carried out using several different methodologies, including face-to-face, telephone, online or computer-assisted interviews.

After data collection, another step is the data analysis process. The analysis of statistical data requires systematic tools and processes to be conducted. Many analytical tools exist such as independent sample t-tests, correlated t-tests, variance calculations, and regression analysis that can be used to derive results from the data.

3.2 Research Design

Qualitative research involves examining non-numerical data in-depth. One type of qualitative research is phenomenological research, which involves trying to understand the

universal experience of a phenomenon through interviews with subjects. This investigation will use that phenomenological design because of the interaction provided with the students and the environmental aspects itself at the school.

In addition, there are different methods that can be included in the investigation. First, the one-on-one interview which consist of a personal interview that is carried out with one respondent at a time. This is purely a conversational method and invites opportunities to get details in depth from the respondent. One of the advantages from this method, it is that provides great opportunity to gather precise data about what people believe, and what their motivations are. If the researcher is well experienced, by asking the right questions, it can definitely help him/her collect meaningful data. If they needed more information, the researcher should ask such follow up questions that will help them collect more information. These interviews can be performed face-to-face or on phone, and they can usually last between half an hour to two hours or even more. When the in-depth interview is conducted face to face, it gives a better opportunity to read the body language of the respondents and match the responses.

As a next point, it appears the focus group method, which includes a limited number of respondents (6-10) from within your target market. The main aim of the focus group, it is to find answers to the why, what and how questions. One advantage of focus groups is that the person does not necessarily need to interact with the group in person. Nowadays, focus groups can be sent with online surveys on various devices, and responses can be collected just with the click of a button. Focus groups are an expensive method if compared to the other qualitative research methods. Typically, they are used to explain complex processes. This method is very useful when it comes to market research of new products and testing new concepts.

Now, focusing more on the environmental aspects, the appropriate method used in the qualitative approach is the ethnographic research. This requires the researcher to adapt to the target audiences' environments which could be anywhere from an organization to a city or any remote location. Here, geographical constraints can be an issue while collecting data. This research design aims to understand the cultures, challenges, motivations, and settings that occur. Instead of relying on interviews and discussions, the person experiences the natural settings first hand. This type of research method can last from a few days to a few years as it involves in-depth observation and collecting data on those grounds. It is a challenging and a time-consuming method, which solely depends on the researcher's expertise in order to be able to analyze, observe and infer the data.

Another important method used in the qualitative approach, it is the text analysis. The researcher looks at the context in which the images are used, and then tries to draw inferences from the same. In the last decade or so, content analysis, based on what is shared from social media and other online platforms, has become more prominent. Researchers take into consideration the activities on social media and follow the pattern that connects to their related topic of study. This is how data is collected in modern times. The content analysis's aim is to identify important characteristics of the content being researched and present it in a simplified manner, so that it can be easily understood.

Finally, the last method a researcher can include for a qualitative research is the case study research. This type of research method is used within a number of areas like education, social sciences and similar. This method may look difficult to operate; however, it is one of the

simplest ways of conducting research as it involves a deep dive and thorough understanding the data collection methods and inferring the data.

In order to fulfill this current investigation, the researcher will only use the one-on-one interview and the ethnographic research. The reason is that the investigator will get to know most of the students, and creating a relationship between them as a help to obtain answers that are more effective. In addition, with the ethnographic research, the investigator will have an idea of the environment the students interact each other. Furthermore, the relationship they have with their respective professor, and how does this relationship infer on students' behavior and way of living.

3.3 Information Sources

There are three types of sources, primary, secondary and tertiary sources. According to Yale University Library (2017), the three of them are classified as the following:

- a. Primary sources are original materials on which other research is based. They are from the time period involved and have not been filtered through interpretation or evaluation. They are usually the first formal appearance of results in physical, print or electronic format. They present original thinking, report a discovery, or share new information.
- b. Distinctively, secondary sources are less easily defined than primary sources. Generally, they are accounts written after the fact with the benefit of hindsight. They are interpretations and evaluations of primary sources. Secondary sources are not evidence, but rather commentary on and discussion of evidence. However, what some defines as a secondary source, others define as a tertiary source. Context is everything.

c. Moreover, tertiary sources consist of information, which is a distillation and collection of primary and secondary sources.

For this investigation, primary sources will be used most of the time. Nevertheless, secondary and tertiary sources can be used in order to look for more information and complete the investigation successfully. Until this moment, the one who has been used is the secondary sources because is a discussion of the topic by gathering information from not evident information. Moreover, it will use primary sources to fulfill that information and apply it.

3.4 Analysis Categories

In this analysis, due to the qualitative research used, the investigation will work with three categories. Each one is going to be defined in order to elaborate more efficiently the instruments needed. In this case, there will be three categories.

Deductive instruction: It is concerned with “developing a hypothesis” (or hypotheses) based on existing theory, and then designing a research strategy to test the hypothesis. It has been stated that “deductive” means reasoning from the particular to the general. If a causal relationship or link seems to be implied by a particular theory or case example, it might be true in many cases. A deductive design might test to see if this relationship or link did obtain on circumstances that are more general.

Sentence-structure order: It is the way a sentence is arranged grammatically. The sentence structure of writing includes where the noun and verb falls within an individual sentence; in this case, the sentence structure is "Subject, verb, object."

In the English language, there are no different forms for subjects and objects. In order to keep subject and object apart; however, it is necessary to stick to the word order.

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

Upper-intermediate students: The level of English language can be measured on a **scale from 1 (Beginner) to 9 (Very advanced)**. The table below explains each level in a better way.

Table 1.

<i>Level</i>	<i>Class Level</i>	<i>Description</i>	<i>CEFR Level</i>
9	Advanced	Speaks and understands very well, but sometimes has problems with vocabulary.	C1/2
6	Upper-intermediate	Can communicate without much difficulty, but still makes quite a lot of mistakes.	B2
5	Intermediate	Can speak and understand reasonably well, but has problems with more complex grammar.	B1
1	Beginner	Can say and understand a few things in English.	A1/2

According to this table, upper-intermediate students are the ones who can communicate without much difficulty, but still make quite a lot of mistakes and present sometimes misunderstanding. Their CEFR Level is B2, which is the one considered pretty much of the time, the minimal level each person should have to apply for jobs that speaking English is needed.

3.5 Data collection Instruments

The function of ‘‘Cuadro de Triplejo’’ is to measure each instrument correctly depending on each specific objective. The chart below illustrates this point.

Specific Objectives	Observation Forms	Achievement/aptitude tests (Pre and Post tests)	Rating scales (Rubric)
To identify the impact sentence-structure order has on students’ composition style	By observing the students writing can identify the difficulties they present with the sentence-structure order		
To apply deductive approach to correct sentence-structure order errors on students’ compositions		Applying these test can determine most of the mistakes students have with grammar	
To evaluate students’ improvement due to the use of deductive approach in compositions			At the end, rating scales can measure the progress each student had during the process.

As shown above, the researcher will observe the students and in that way, getting an idea of how they work individually. This means, the way they write and how they analyze a specific topic. Then, by making that analysis, the investigator will apply a pre-test and a post-test in order to check if the students are applying the deductive approach. In addition, the researcher evaluates them too. A rubric is utilized as a tool to see the progress each student had had during the process of how they improved their writing before and after applying the deductive approach.

3.6 Collection data process and data analysis

The process to collect data will start by going to a specific school. There, the environmental aspects of the institution, the relationship teacher-student and student-student, the institution rules, and the teaching process will be evaluated in order to start the investigation. This could be done by interviews and reports the researcher makes.

Another important fact that may help the investigator, it is interviewing each student, ask each of them about grammar, and how learners have worked with it during the years they have learning it. Through this process, the researcher will have a clear idea about how to teach deductive approach in order to facilitate the students their composition style.

Finally, when the problem (with writing skills) is set, the deductive approach will be used to correct those grammar mistakes. In addition, the information needed would be collected via Internet and libraries.

CHAPTER IV

Data Analysis

According to Pat Research (n.d.), data analysis refers to the process of inspecting, cleaning, transforming and modeling data with the objective of discovering useful information, arriving at conclusions, and supporting the decisions making process. Subsequently, this information pretends to develop some methods the researcher uses in order to answer the research question during the investigation. Those different methods will be explained to represent the students' progress from the beginning until the end of the method applied. As supporting material, the researcher used an observation checklist applied to advanced students from ninth grade, some interviews applied to the teacher in order to get familiarized with the school system and students, the pre-test, rubrics applied to the students previously, and the post-test the researcher applied during the investigation method.

4.1 Analysis and Interpretation of the results

As a concept of the word "analysis", it can be said that it is an examination or a very detailed study of something specific, in which a positive or negative interpretation is obtained.

In this part of the chapter, each of the results obtained through observations and questionnaires that were applied by the researcher to arrive at a strategic point will be presented as a way to confirm how efficient were the strategies and activities applied to the chosen group.

Each instrument has a before and after. Their importance the appreciation of how important the strategy is and how they perceive it after applying what the researcher put into practice.

4.1.1 Observation Checklist

The Reference (n.d.) website describes observation checklist as, “A list of questions that an observer will be looking to answer when they are doing a specific observation of a classroom. It is given to the teacher to ensure that there is clear communication between the teacher, the students and the observer of the classroom.”(p.5)

An observation is generally done in a classroom to ensure that the teacher is using the proper teaching methods, and that students are learning in the best environment possible. An observation is not made to criticize a teacher, but it is meant to help the teacher improve on a variety of things that may not be done in the most efficient way as possible.

The observation checklist was the first instrument to put into practice at the school. Its purpose was to get information about the students’ necessities, their abilities and difficulties with the topic. The information gathered is described below.

School facilities and infrastructure

The main point of applying this instrument, it is to observe how the classroom contains the adequate elements in order to make students involve, and help them reach the success in their learning progress during the English class.

In this school, groups are divided into two: beginners and advanced students. Therefore, the group is split in two, the amount of students inside the classroom is only made of 13 students. The classroom has enough space in order to adequate students to each activity. Nevertheless, as the classes are like ranches, the only illumination they receive is the outdoor light. There is no

lamp inside the classroom, and this affects the students in order to have a clear view of the content. Even though, the use of the white/board is used most of the time, students need a clear view the moment when writing in their notebooks.

In regards to the class material, the teacher just uses one table, which might be considered as an obstacle because it is placed in the middle of the white/board and inhibits the movement of the teacher throughout the classroom. In addition, the students' desks are old and broken. In some cases, starting the class, some students did not have an adequate desk, so they needed to go and look around the institution for a seat. This was a wasting of time and considered as annoying for the researcher because the students began to talk among them. Consequently, the aim of the class was lost unnecessary.

Moreover, there were two big white-boards inside the classroom. Unfortunately, the teachers did not use them. Unfortunately, this was considered a shame because the researcher made use of them the moment of applying the deductive approach, and it improved the way of students' understanding. This final point proved that the use of the white-board is necessary that educators should take into consideration for teaching.

Besides the high school is located in Santa Ana, the temperature is high. For that reason, students felt most of the time the weather's heat during their teaching time, especially due to their forest surroundings. Its lack of artificial ventilation may causes stress or irritability with their teachers and classmates. Another important fact to consider, it is the river located next to the school. This natural beauty may distract the students' attention too, due to the sound pollution it

produces. Furthermore, another big negative effect is the lack of walls. The classrooms seem like ranches, in which walls became tight, and if it rains, the water enters inside.

To conclude classroom details, the maintenance of itself was almost null. There were no concierges cleaning, so most of the time the class was dirty. Unfortunately, the students had no cleanliness schedule in which they may take turns to maintain the classroom clean. In addition, its walls were barely painted, and the painting was falling in some parts. Therefore, the lack of discipline, it is also evident in this part of the classroom management.

The school system differs from the usual one. The system consists on transforming the education into an experience full of sense and youth interests. During 27 years of work, the school does not consider knowledge as something quarreled. Their main goal is to reach the academic success through the socio-affective developing. The classes are opened to nature. The teachers are opened to collaboration and dialogue in order to create an auspicious environment for young learners to get reconcile with their education progress and their process of acquiring knowledge, sharing with others, assuming their responsibilities and the compromise with their surroundings. In other words, their academic system differs from what the researcher is used to and her expectations. From this point of view, the researcher notices the importance of learning from each school, and how supporting them as much as possible. As it is not a bilingual school, their level of English through the entire institution (including the advanced grades) was poor. Due to their system of human first that been good teachers, discipline and strictness is lost. Students see their mentors more as friends than the person to respect inside the class. Nevertheless, for this research purpose learners behaved appropriately as expected, respecting and collaborating with the researcher. At the end, it is not something about ignorance of what the teachers do represent, but

as a habit of letting everyone seem as equal when they are not. Another interesting fact the lack of technology. Unfortunately, it was not observed at all, and it is not a secret that technology becomes a huge supporting tool for the learning process nowadays.

Teacher

The teacher maintains an excellent relationship with the students. They feel free to ask her about everything, and she answered correctly. Nevertheless, due to the school system, the educator seems to be calmed, showing no strictness at all. Consequently, students take advantage of her most of the times. Regardless to it, the teacher's activities were basic; unfortunately, without enthusiasm and were just to complete her task. There was not a stablish time to make the activities neither. The professor's English level was regular. She presented some mispronunciation mistakes, her tone of voice was low, and she sometimes spoke in Spanish. These facts affected the students' learning process because of the lack of authority and teaching.

Students

Students were most of the time disrespectful, just as with the teacher as among them. Most of the time, students used their cell phones during the class or presentations. The use of English was regular, almost invisible. They spoke in Spanish. Even though they were advanced students, while the teacher spoke to them in English, they answered in Spanish or blended both languages. They seemed to enjoy the class, but negatively because they were able to do practically whatever they wanted to. The funny part was that they thought were experts when the information was given to them. This happened because they were not corrected, and the same teacher let their ego enlarges.

Materials

There was not an adequate supporting material for the teaching-learning process. The teacher shows the material through messages in students' cell phones. The use of the white-board was useless. The educator did not use it at all. Moreover, there was not even a single decoration such as posters or pictures inside the classroom as a mean to motivate the students. Learners not even had a book. They just had their notebook, supposedly, in order to take notes.

The only physical material used by the teacher was some copies (that she had to pay for them). Those copies were the supporting material for the entire class. Based on the students' level, the teacher should provide more material in order to make them work or achieving topics in a better way.

As an extra negative fact during the observation, the teacher did not grade books and notebooks. She did not even ascertain if students bring their own material to the class.

4.1.2 Pre-Test

According to Schalich (2015), pre-test is where a questionnaire is tested on a (statistically) small sample of respondents before a full-scale study, in order to identify any problems such as unclear wording or the questionnaire taking too long to administer (p.9). A pre-test can also be used to refer to an initial measurement (such as brand or advertising awareness) before an experimental treatment is administered and subsequent measurements are taken.

To illustrate this information, the second instrument used by the researcher was the pre-test in order to be familiarized with the level of English Grammar the students had. In addition,

to check the pros and cons on a specific topic, and how the deductive approach can be applied to improve the skill of sentence-structure order.

The pre-test was a short test, which consists on writing the correct verb tense. It had four different parts. First, they had to write if they needed a present simple or a present continuous. Second, students had to complete the sentence with simple past or past continuous. Then, followed by the use of the present perfect or simple present, and finally, a mixture of all the tenses in different sentences. Due to this, students may differ the usage of the tenses and do not confuse them. At the same time, the students will have an idea of what the researcher applied to them in a determined moment. The grades obtained for the students are illustrated on the following table.

Table # 3. Grades obtained by students on the pre-test.

STUDENT	SCORE
Eduardo	62
Anastasia	65
Dariel	43
Diego	20

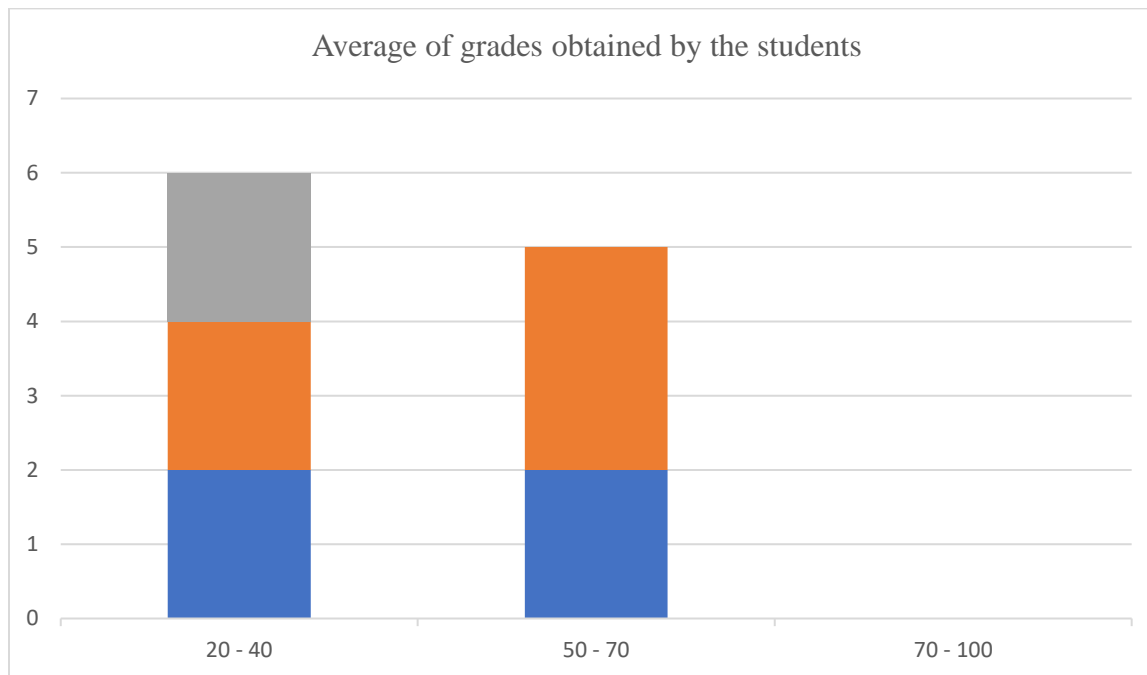
Josue	34
Pablo	45
Daniela	60
Ismael	55
Allison	52
Sebastián	30
Kivan	24

Table 1 shows the results for the pre-test.

As shown above, the grades of the students varies, and it is clear that the results are poor. The researcher noticed that the students know about the topic, but do not show interest about it. These results should have been different due to their supposed English level (advanced) they are. In addition, these data shows that their failure or their knowledge strictly depends on what the teacher has taught them or not.

Because of these, it can be inferred that statistically, the English level inside the class and referring to the use of verbs, it is low. The graph below shows the average of students whose grades were into the same grade or similar.

Figure # 1.



Two students received grades around 20's; other two students got grades around 30's, and another two obtained grades around 40's. Then, two more students received grades around 50's and there were only three students, which received grades around 60's. There were no one who got grades from 70's or higher.

4.1.3 Questionnaire to students

Furthermore, the third instrument used was a questionnaire to students. It was divided into three different parts which consisted in personal details, future goals, specific information

for this class and how was their year's performance in school. The questionnaire was applied starting the investigation as a way to see how they interact among themselves and with their surroundings.

The first part of the questionnaire about personal information included questions that may vary due to each person way of answering and interest, but in general, students answered the first questions about if they like their names or not. The graphic below shows their answers.

Figure # 2.

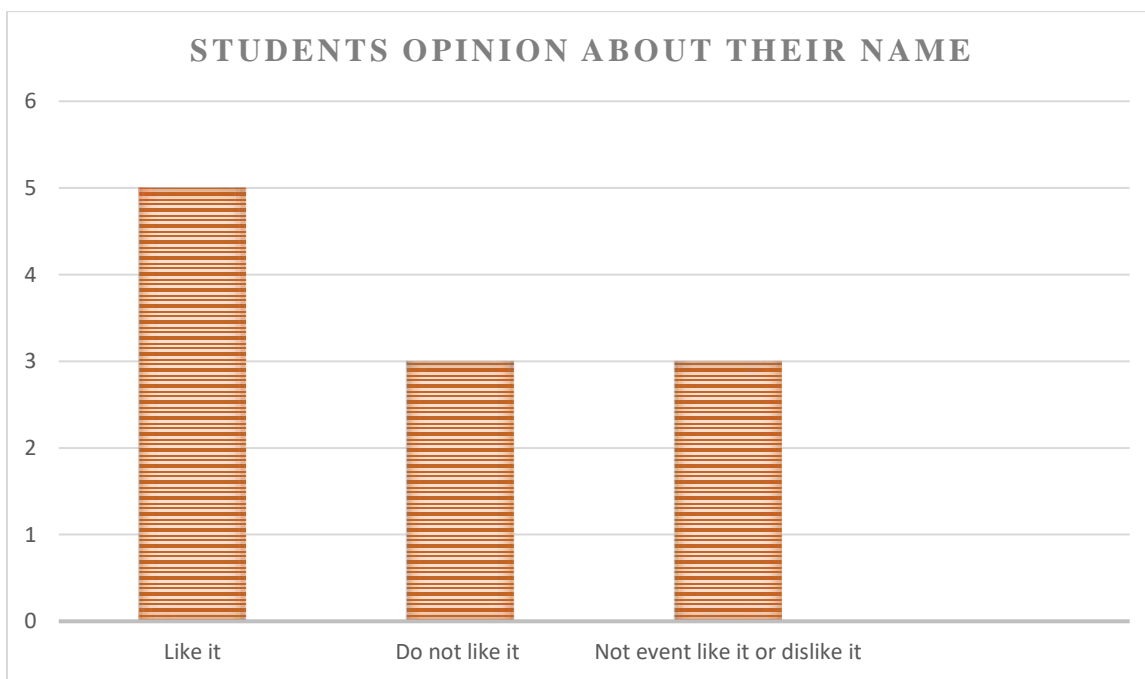


Figure 2 shows if students like their name or not

As it is a subjective question, five students answered that they do like their name. Three expressed that they do not like their name, and for other three students is the same, they do not like it or dislike it.

The second personal question applied was a yes/no question (that may have importance on students' development) about if they have a nickname or not. The graphic below shows the students' answers.

Figure # 3

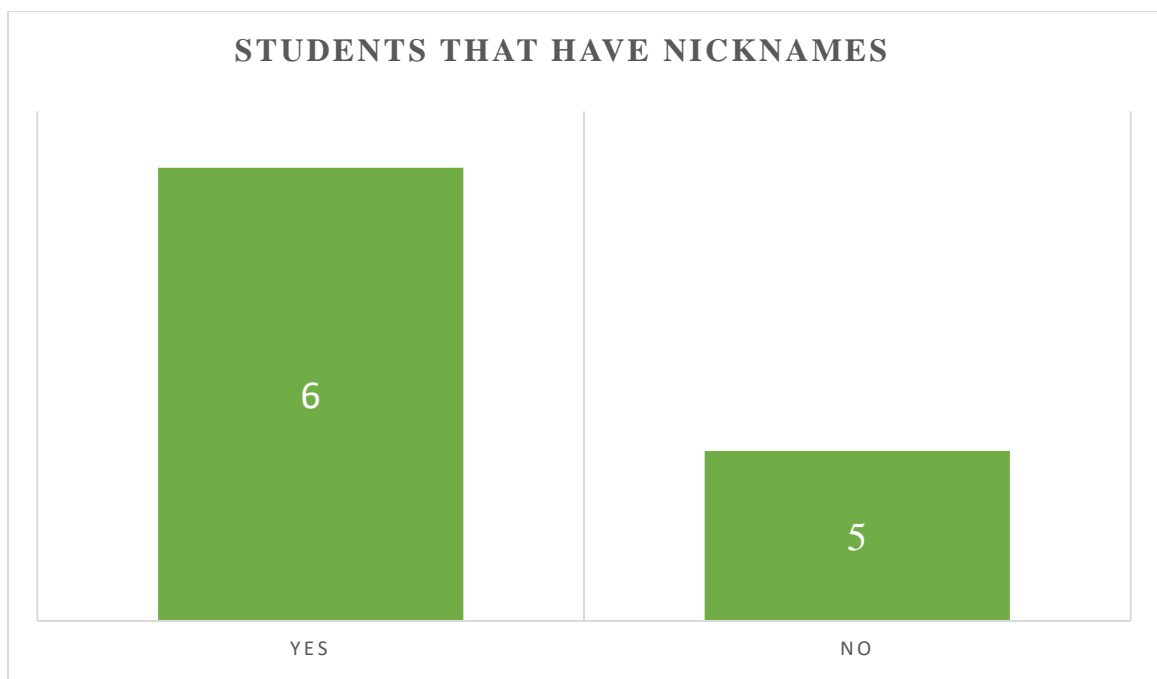


Figure 3 shows if students have nicknames or not.

The results were that six students do have nicknames, whereas five do not have one. The researcher ask them to write which it was. Based on the answers, it might appear a warning due

to some disrespectful nicknames, which may influenced in the psychological development of the students, and their interaction with others or among the class. In addition, the impact on the behavior presented during classes.

The third personal question applied was another yes/no questions about if they have siblings. This question may help in order to study also the personality of each of the students. The importance of this interrogate goes with the topic about the familiar relationship students' have and their answers are illustrated on the graph below.

Figure # 4

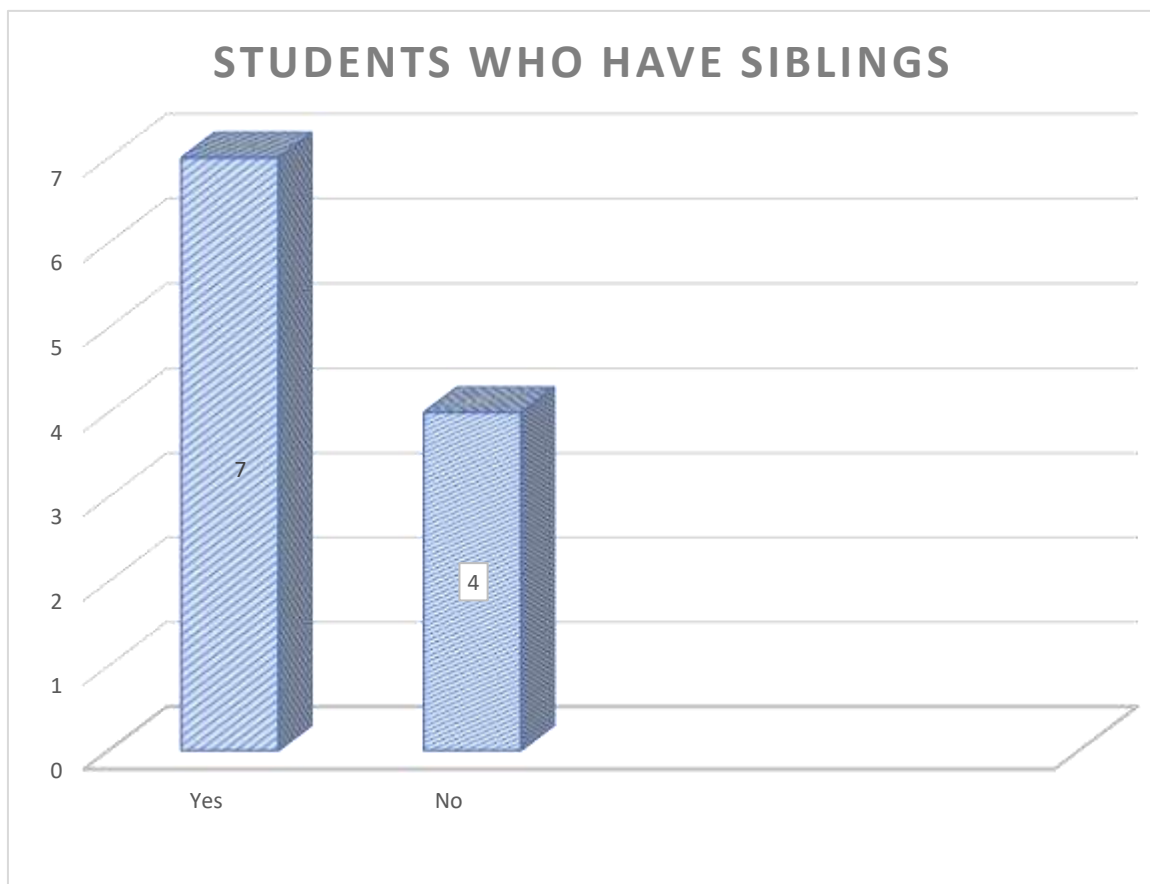


Figure 4 illustrates students with siblings.

The results present that seven students have siblings and four do not have. In the answers gathered from the learners, some were the oldest brothers or sisters, and some others were the youngest. This fact gives the researcher a clear idea of why those students had their own personality because depending on that, they might feel as the ones who “rules” or the ones who ‘obeys’.

Question number four was another yes/no question about if they had a pet or not. In order to know if they have any extra interaction with something else than humans which may help them evolve their cognitive development due to the therapy animals (dogs or cats mainly) give to any human, especially in their growth stage. The answers are shown in the graph below.

Figure # 5

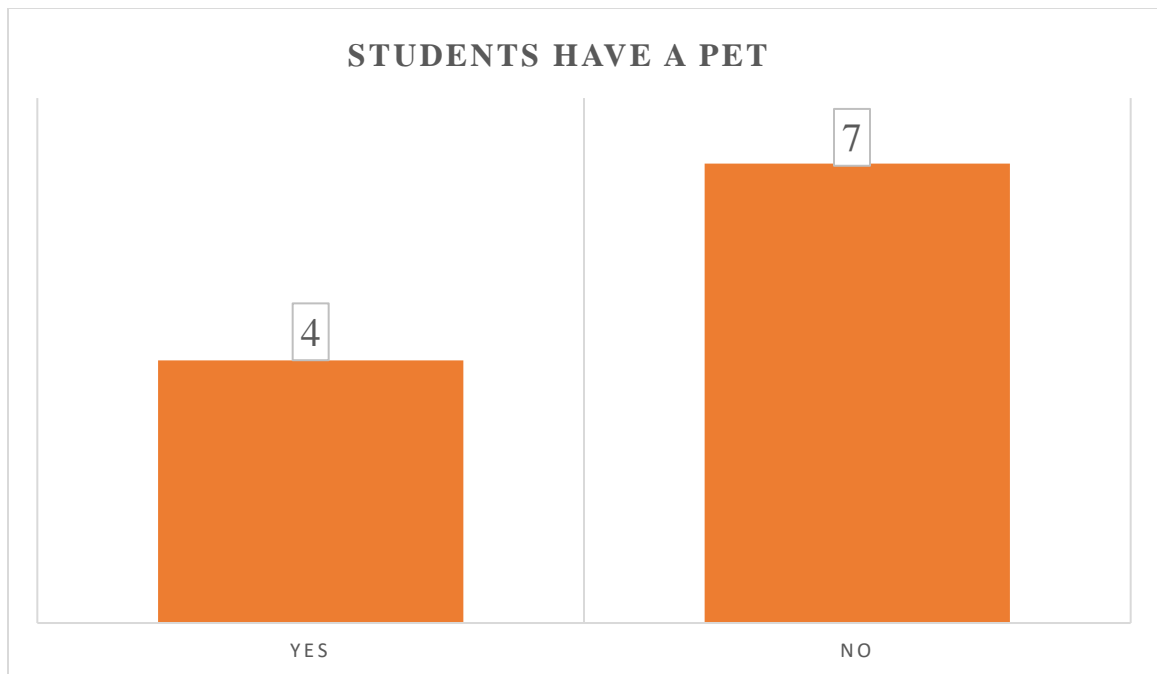


Figure 5 shows if students have a pet or not.

As shown above, most of the students do not have a pet. These results are interesting because this fact may interfere in their development growth. Why? Because they do not have the discipline about taking care of someone or something; besides not teaching them values such as responsibility.

Regarding this part, there were more questions that depend strictly of each student's personal interests and life. For example, interrogates asking for their mayor mentor in their families with the objective to evaluate the example they have received through their lives. Also, details such as their entire name and birthday, as a way to know each other's name and their ages.

Furthermore, the second part of the questionnaire consisted on the future goals each students had, their aspirations and goals they wanted to reach in the future. For this section, the first question applied was a yes/no question to see if they wanted to go to college or not. The graph below shows the corresponding answers.

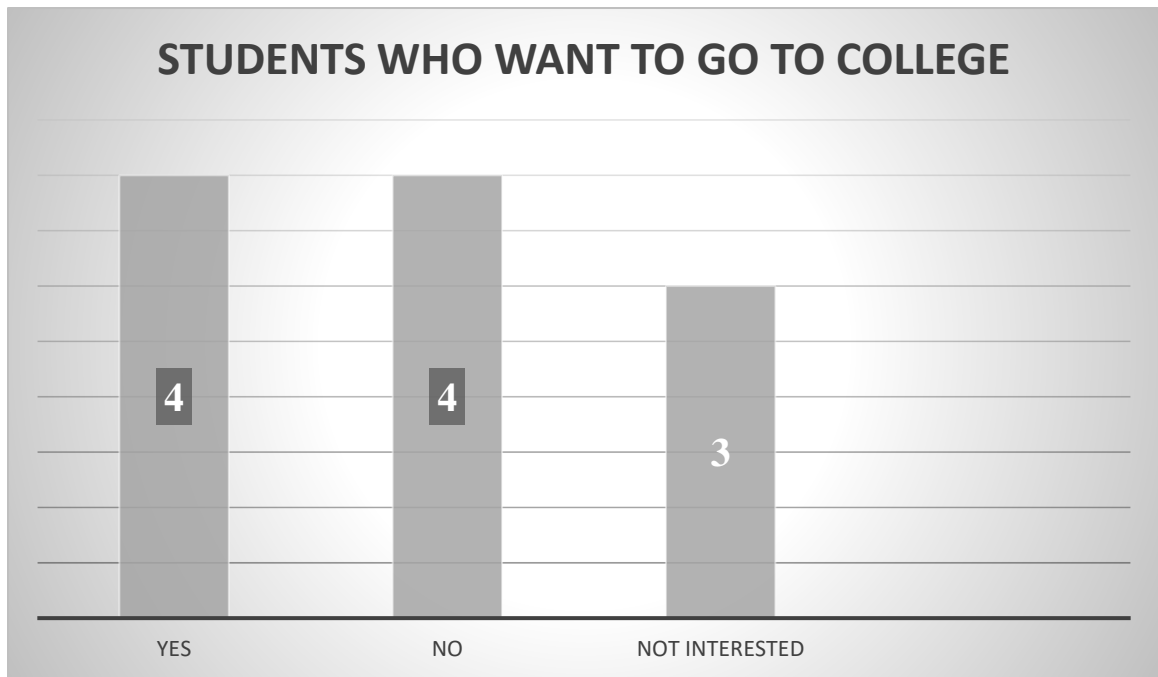
Figure # 6.

Figure 6 shows if students wanted to go to college or not

In this question, the answers varied more. Half of the students wants to study in college. The other half does not want, and three students were not interested about the topic. These results represent the same lack of responsibility due to the perception they have of life or even themselves. The question cleared with numbers how some of these students want to evolve as professionals and individuals, while others think they are going to be adolescents for the rest of their lives and unfortunately do not meditate about their life in the future.

The second question applied in this section was about if they planned to move to another place or stay here as usual. This interrogate was made according to what they wanted to study or if the university provides the career. The students' answers are shown on the graph below.

Figure # 7.

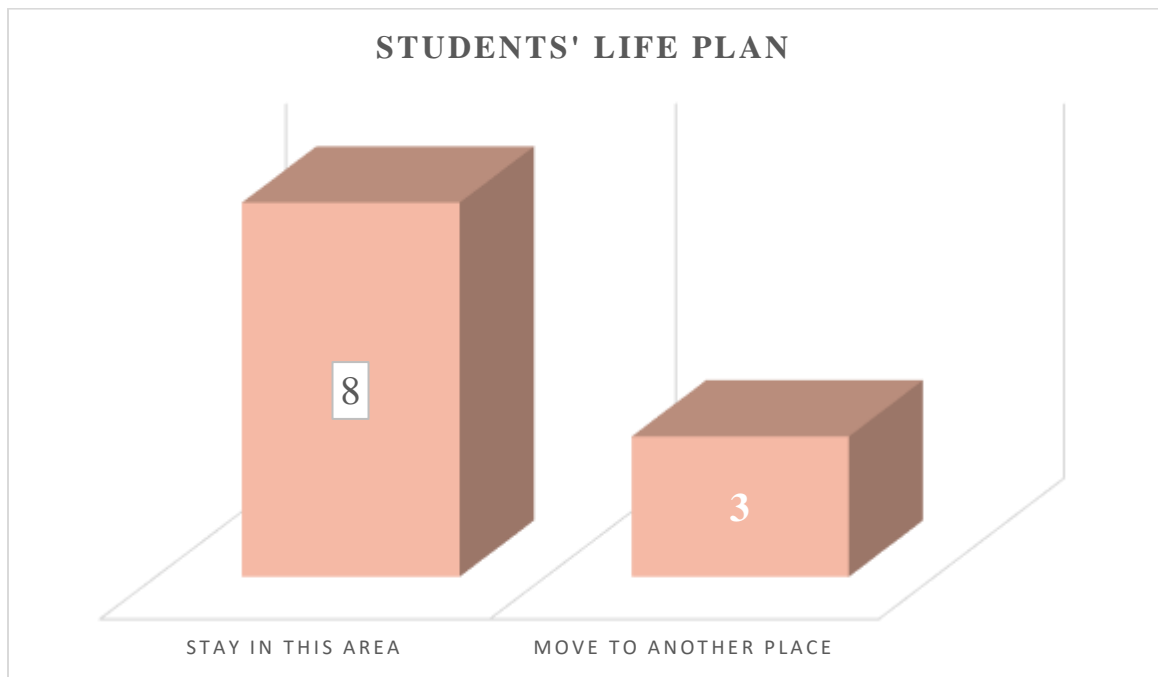


Figure 7 shows where the students will be staying or leaving

The results for this question shows that eight students will preferred to stay at their homes and create their lives here. The other three, more than a desire, is a mandatory fact because they have family in other countries or were national citizens in a specific moment of their lives; therefore, they want to make their lives far away from here.

Inside this part, there were some other questions that may be difficult to illustrate, but had the same interest. Questions such as the type of career each student would like to study and why. In addition, about how they see themselves ten years from now. These type of questions varies due more to the explanations each student gives and depends on their own expectations.

In addition, there was a third part of the questionnaire, which consisted on the specific information for the class they were up to receive. Therefore, the first question regarding the class the researcher developed was what they hope to learn during that class. The graph below generally indicates the answer each students provided.

Figure #8. Student's answers

ANASTASIA	DANIELA	ALLYSON	ARIANA	SEBASTIAN	KIVAN
• Know the correct patterns	• Learn more about verbs	• Practice my grammar skills	• Learn from the teacher	• Get more confident with the class	• Understand better each conditional
EDUARDO	JUAN CARLOS	PABLO	DARIEL	DIEGO	
• Not expectations, just curiosity of the topic	• Remember how to use conditionals	• Hope not to be a difficult topic	• It must be a difficult topic	• I am not interested in the topic	

Figure 8 shows the students' expectations of the class

As a summary of those answers, that is approximately, what the students wrote into the questionnaire. The majority of them really have expectations for the class and seem to be interested about it. Nevertheless, in the case of Diego and Eduardo, their attitude was not the adequate most of the time. Even though Eduardo was more aware than Diego most of the time, with both it was tough to work because these two students showed no interest for the topic.

The second question applied was regarding how their teacher normally develops the classes. This question was again a yes/no question where the students have to answer if they like it or not. The graph below indicates the interest of the students regarding their teacher.

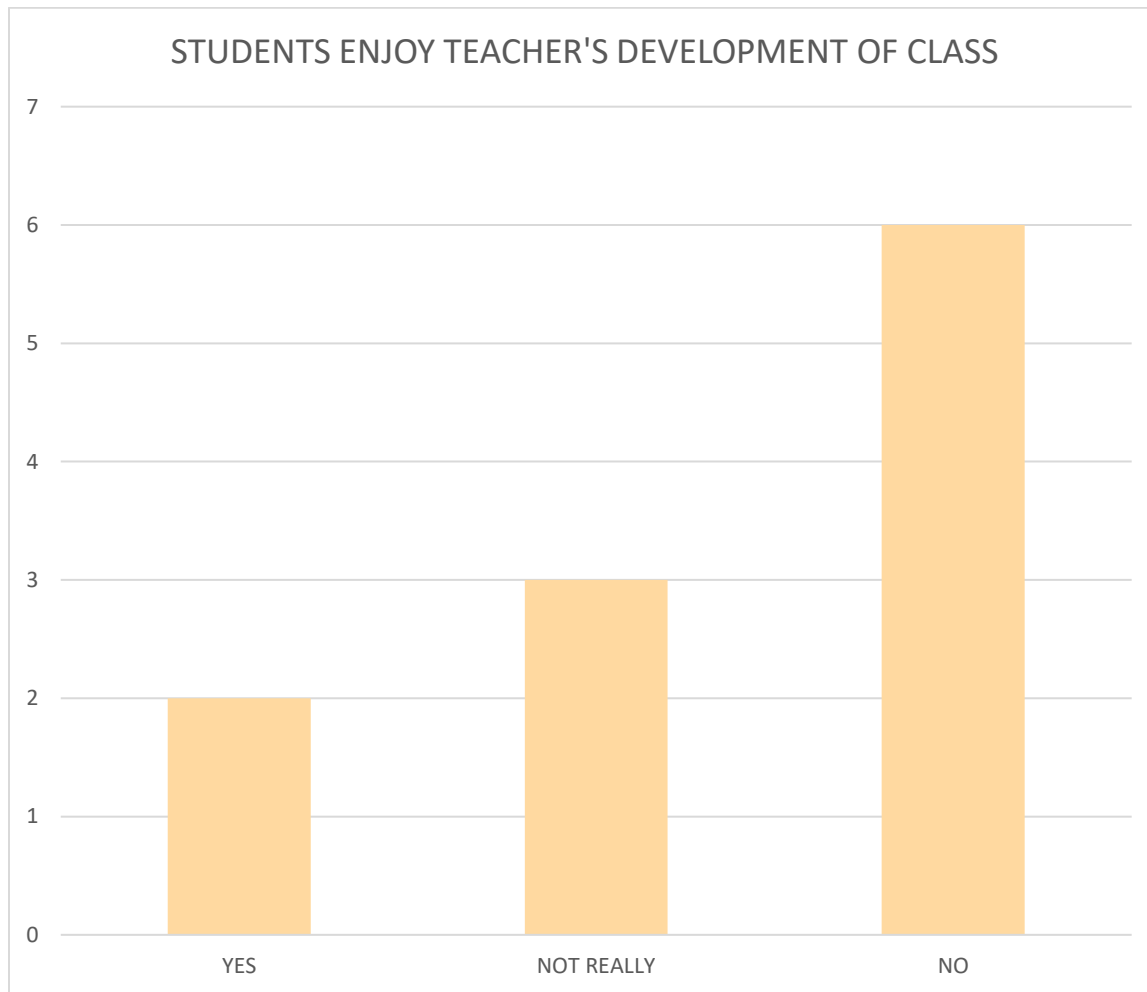


Figure 9 shows if the students enjoy the class

The results indicate that most of the students do not enjoy the teacher's development of the class. However, some of them do, and some others do not care about it. This indicates that the teacher is not getting the attention required from the students. Therefore, the motivation of the class is not been the correct one.

Afterwards, some more questions applied were also part of the personal interest each student had. Learners also answered questions asking for their opinion about conditionals. Alternatively, interrogates such as the level considered reaching in this class. Obviously, answers varied depending on the student level.

Then, the last part of the questionnaire were questions about their year in high school. The main purpose was to be familiarized with what they have to do during all day long, the different activities and how their environment was. It only included three questions, like showing their schedule of classes to check the correct amount and distribution of classes they received during the week. The graphic below shows approximately the amount of classes they received from each topic.

Figure # 10

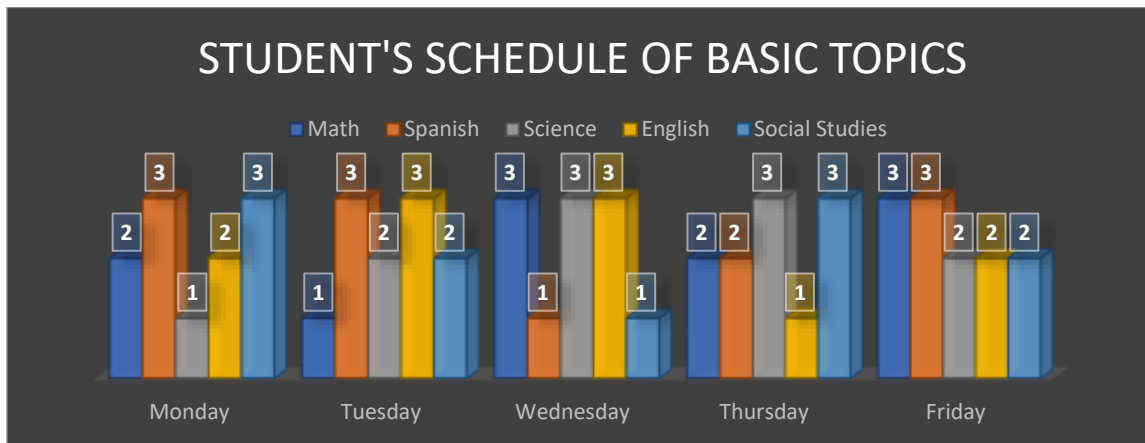


Figure 10 shows student's normal schedule

As shown above, the students receive five basic subjects, which are Math, Spanish, Science, English and Social Studies. All of these topics are divided throughout the entire week.

Similarly, all of them have three, two or one class depending the day. Due to that variation, all students can learn in a better way, at different times during the entire semester or inclusive every day. In that way, learners go hand to hand with the teacher too.

Figure # 11

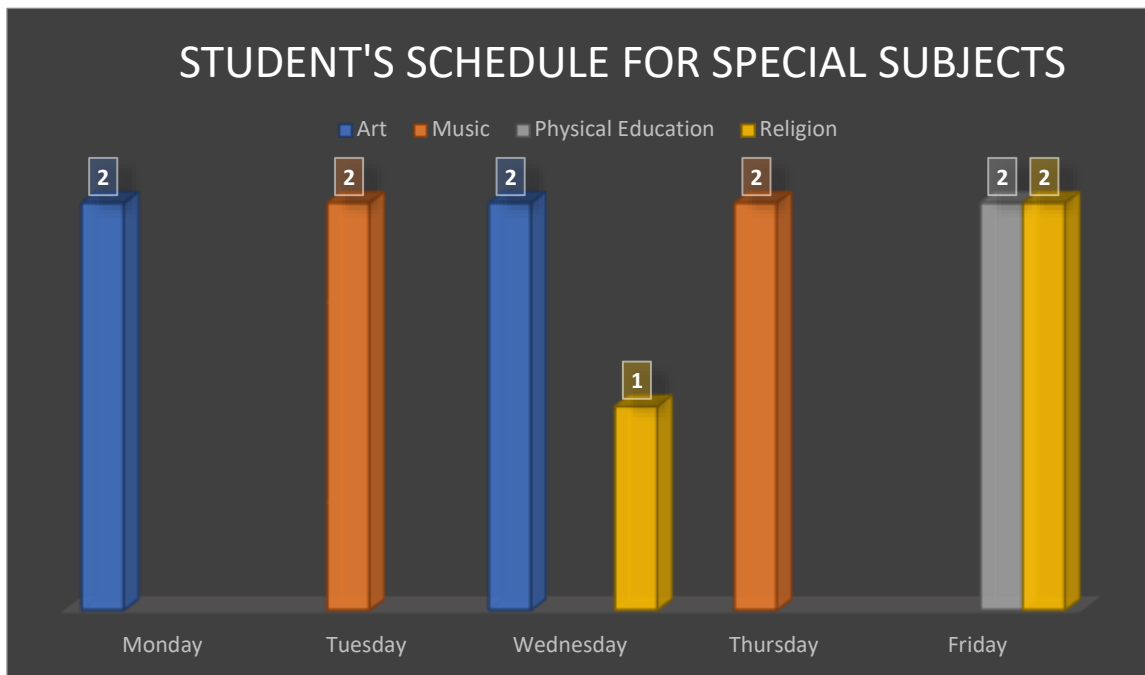


Figure 11 shows student's schedule for extra-topics

As the graphic shows, students also receive four special subjects throughout the week. Those subjects are: Art, Music, Physical Education and Religion. They varied depending on which days students receive them, than on the amount of classes because in the case of physical education, the students only receive two classes per week, while they receive four (almost) with the other special subjects.

Besides this question, the last two questions students answered were about the topic they liked the most, and the topic they did not like at all. Therefore, the questions applied, "which

class are you must looking forward to this year?’’ and, ‘‘which class are you least looking forward to this year?’’. In order to fulfill the students expectations of motivating them to reach the goal in the subjects in which they are more talented, those subjects were attractive and easy for them, but on those in which they have to follow discipline in order to reach the goal to approve the subject, students felt not good. The results of the subjects are shown on the following graph.

Figure # 12

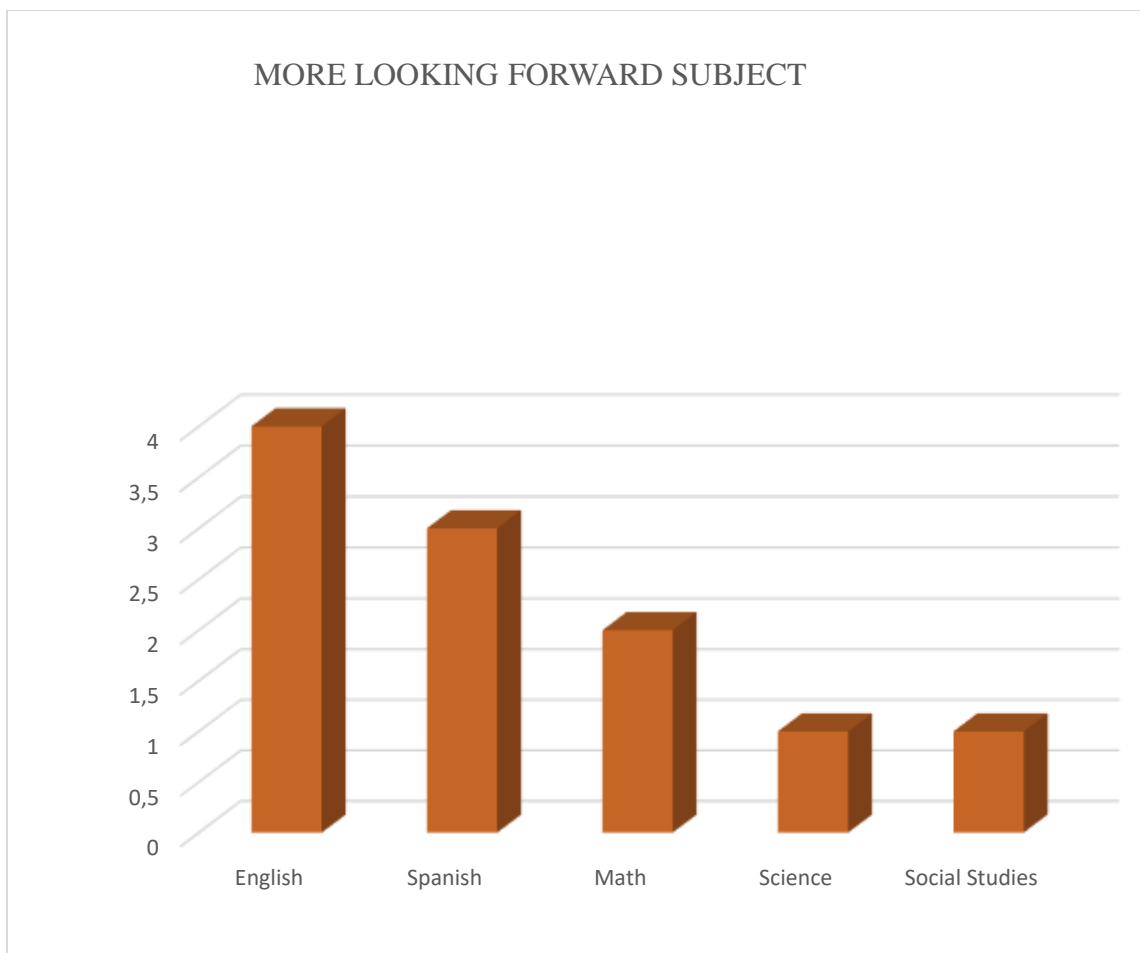


Figure 12 shows students' more looking forward subject.

As a result, most students said that their most favor topics are English and Spanish. However, in the graph below shows that their least favorable topics are Math and Social Studies. In other words, this group of students prefer letters than numbers (in most cases).

Figure # 13

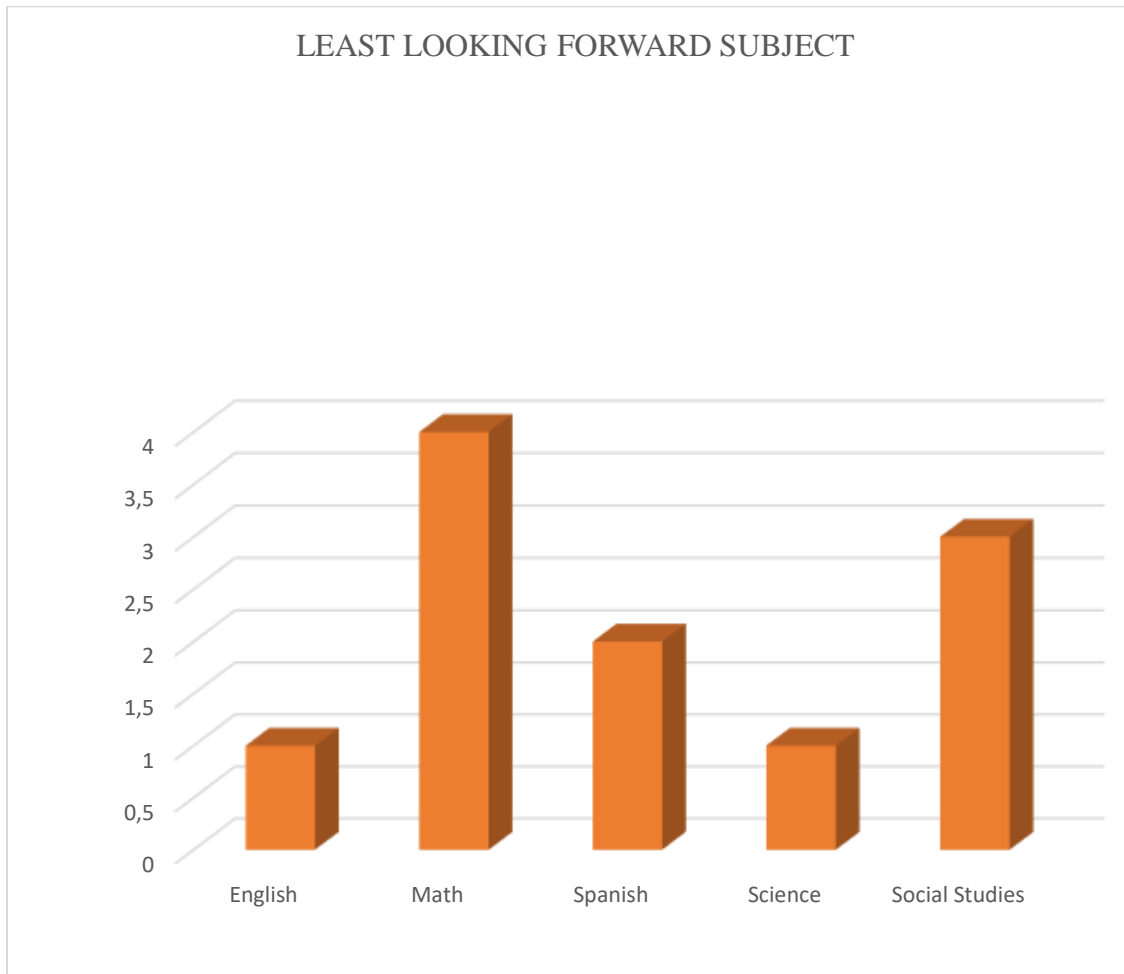


Figure 13 shows student's least looking forward subject.

4.1.4 Interview to the teacher

The fourth instrument applied by the researcher was a short interview to the teacher. The purpose was to know her interest on teaching, her academics personal information, and regarding to English grammar skills, the strategies the educator manages with the class in order to improve their sentence structure order. This interview includes five different questions that will be explained on the following paragraphs.

The first questions asked to the teacher were if she has that gift for teaching, if she likes it or how often does she think about that. The professor's answer was that she practically does not think about that very often. She just does her job every day as she considers it is correct. In addition, her abilities of interacting with others were always fine and easy for her to carry out.

The second question for the educator was about her professional information. The objective was looking for the venue she assisted to obtain her profession, to learn something from her experience and how she evolve as a professional. Her answer was that she studied at the Universidad de Costa Rica (UCR) during three years, and the process was a little tough due to the time of traveling she invested from Atenas to San José. On the other hand, she told the researcher that she always knew about what to study, so the process of knowing herself was not that difficult.

Question number three consisted in how long has she been working for the ILPPAL High School, and if it was difficult getting used to their academic system. The professor answered that she has been working there for almost 4 years, and that it was not difficult to get familiar with the system due to her personality, which was calm and serene.

Question number four consisted in the difficulties she considered the High School has in order to carry on the English education. The educator argued that the high school needed technology, that not necessary in each class, but maybe on a specific room in which teachers can develop their ideas for making different lessons.

The last question asked to the teacher was if she has her own strategy to manage the class in order to improve grammar and sentences structure order. The professor answered that she does not have a specific method. She mentioned on just providing the material, and that students supposedly understand. In this specific part, the researcher tried to interfere and dialogue a little bit with the teacher to make her see on how she can apply different methods (within those deductive approach) in order to improve sentence structure order at grammar classes. It can be deduced that she did not get too interested about it, just because it is not her responsibility to carry out with that topic in specific.

Figure #14. Questions applied to the teacher

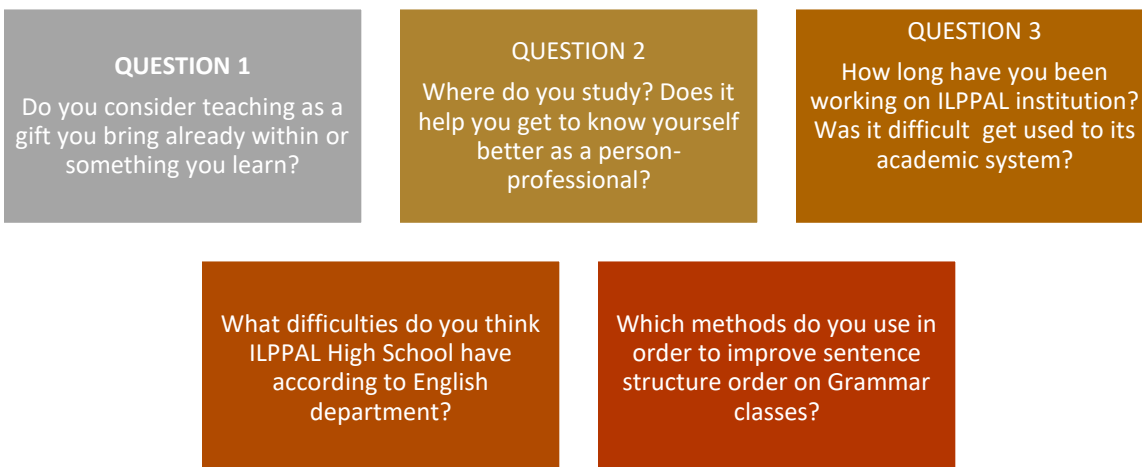


Figure 14 shows the questions applied to the teacher.

4.1.5 Post-test

Post-test may be define as a test given to students after completion of an instructional program or segment, and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program. Therefore, the researcher after all the information gathered decided to apply a post-test in order to manage the progress the students have had during the process of teaching conditionals to them and which tenses needed each specifically. This post-test is made up of a written part of the students. Learners had to create a story using conditionals with the topic, *‘If I were a king/queen for one day’*. In order to achieve this assessment, the students were divided into two groups: Group A made up by seven students and Group B with six students. The researcher created the groups, in order to avoid favoritism and peer problems.

Furthermore, the researcher wrote on the board some examples, in which students had to come to the front, solve the example chosen and let the researcher know that the person understood the topic. In this way, the deductive approach will approve its function.

After the application of the Deductive Approach, as a mean to improve sentence-structure order with the examples on the white-board, the researcher classified the students due to the composition written as illustrated on the graph below.

Figure # 15

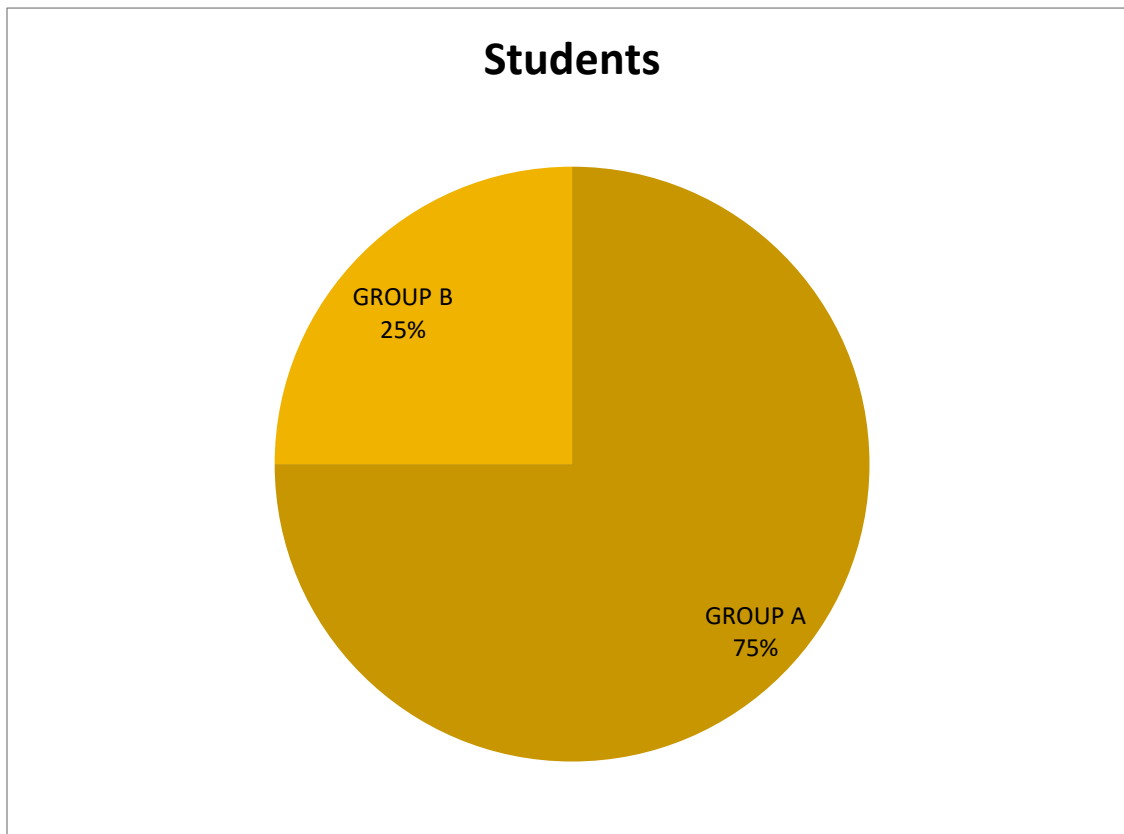


Figure 15 shows the average of knowledge students have inside the same class

4.1.6 Rubric

A rubric is typically an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards in the classroom, or to measure their attainment against a consistent set of criteria. For terms of grading the compositions the groups developed together, the researcher applied a Rubric with seven different criteria in order to evaluate their grammar and take out the results shown above. This rubric was divided into writing authenticity, which was evaluated on how students developed their plot with the use of characters, characteristics and a definition of the setting. Also, it evaluates the content

accordance to the title, in which it mainly checks for the parts of writing, just as making a clear point to the audience and purpose, and maintaining a main idea with organization and structure.

Moreover, it evaluated the sentence structure order according to subject-verb agreement and variety in length. Then, it continued with the most important aspect, which is the grammar and spelling. In this point, it was evaluated mostly the errors the students made during the composition or if the spelling used distracted the author from the main point of the composition.

Finally, the rubric evaluated that part which gives people the chance to breathe and understand the important facts better. In other words, the punctuation and capitalization, which have to be with legible handwriting and a correctly used of the punctuation marks. At the very end, the researcher had space to write some extra comments about the work done.

Table # 4. Grammar Assessment Rubric

Grammar Assessment Rubric

<i>Aspects</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
Writing Authenticity	Provides a complete developed plot including major and minor characteristics and definite setting.	Provides an adequate developed plot with appropriate strategies like dialogue, narration...	Provides a several developed plot line including just little aspects of the characters and settings.	Lack of plot line. Failure of strategies and aspects based on the story
Content accordance with the title	Clearly addresses all parts of the writing task. Demonstrates a clear understanding of purpose and audience.	Addresses all parts of the writing tasks. Demonstrates a general understanding of purpose and audience.	Addresses kind of the parts in the writing task. Demonstrates little understanding of purpose and audience.	Addresses only one part of the writing task. Demonstrates no understanding of purpose and audience.

	Maintain a consistent point of view, organization and structure. Includes a main idea with relevant facts.	Maintain most of the time a point of view including transitions. Includes a main idea with most of the facts.	Maintain an inconsistent point of view with inefficient transitions. Suggest a central idea with limited facts.	Lack of point of view, focus, organization. Lack of a main idea and relevant facts.
Sentence Structure	Sentences reflect variety in length. Correct use of subject-verb agreement.	Sentences reflect some variety in length. Occasional errors in subject-verb agreement use.	Sentences reflect little variety in length. Contains subject-verb mistakes.	Sentences are simple and fragmented. Errors obstruct meaning.
Focus on Thesis Statement	The thesis statement names the topic of the essay and the main points to be discussed.	The thesis statement names the topic sentences of the essay.	The thesis statement names some or all the main points but does not name the topic.	The thesis statement does not name the topic neither what is going to be discussed.
Grammar and Spelling	The author makes no errors in grammar or spelling that may distract the reader from the content.	The author makes 1-2 errors in grammar or spelling that distract the reader from the content.	The author makes 3-4 errors in grammar or spelling that distract more the reader from the content.	The author makes more than 4 mistakes in grammar or spelling that completely distracts the reader from the content
Punctuation and capitalization	Correct use of punctuation, capitalization and legible handwriting.	No more than one error in punctuation, capitalization and mostly legible handwriting.	From 3-4 mistakes in punctuation, capitalization and almost legible handwriting.	More than 4 mistakes in punctuation, capitalization and illegible handwriting.

Comments: _____

Table 2 shows how their compositions were evaluated.

Chapter V

Conclusions and Recommendations

In brief, this chapter collects the most important recommendations based on the conclusions obtained throughout the research. These recommendations and conclusions intend to provide useful opinions, which can be necessary to improve the usage of deductive approach in order to teach English grammar and sentence-structure order. Gradually, the information included here was carefully analyzed, and it is based on objective data. The results obtained in each instrument were crucial to support this section through reliable information. In the case of the conclusions, they will be divided into the three objectives of this investigation. Overall, through this investigation conclude based on the information gathered, and the result of using of deductive approach.

5.1 Conclusions

Afterwards, in this section the three objectives of the research will be studied and analyzed in order to reach some conclusions. These conclusions are going to be explained separately in order to avoid any confusion. It is important to understand that the results were gathered with the application of instruments, and the personal experience the researcher obtained during this process as a way to enhance the data included.

5.1.1 To identify the impact sentence-structure order has on students' composition style

One distractor for the students were the fact of receiving classes in ranches. The lack of walls affected because they may be distracted with the nature surroundings outside, and depending

on the weather, if it rains, the classroom gets wet. On the other hand, if it makes sun, they receive too much light that is annoying due to the warmth. In addition, the river just behind the institution, may distract the students due to the noise it produces throughout the entire day.

There were no technology used in the class, not even the teacher brings out a computer neither the use of video beam in order to project the class in a different way. Unfortunately, there were no supporting material regarding the copies the teacher brings. The students did not even use books in order to complete exercises. The only thing to complete were their notebooks with the information given from the copies, in which most of the time it included activities that needed the use of headphones. This final point became a huge distractor because it was difficult to measure if they were really completing the task or not.

The student's attitude was awful and disrespectful due to the confidence the teacher gave them. Therefore, the coexistence among them was harsh and almost null. Each student made whatever they wanted to or coexisted with specific classmates during the classroom. There was no companionship or friendship shown through the entire group.

Regarding to the student's attitude, in the case of the teacher, she was calm, not strict at all and seemed no matter if the students interact among them or not. She even spoke to them in Spanish and did not correct them even if they understood English rules given. Learners answered to the teacher in Spanish just because they wanted to. Therefore, the teacher's attitude was completely presented by a lack of leadership.

Even the "strategies" or methods that are supposedly applied in a classroom were null, the only strategy used by the teacher was via WhatsApp. The whole class had this group to share important documents or assignments. At the moment, the teacher sent the specific work for that

day. The students put on their headphones and ‘‘complete’’ the tasks. At the end, that was the only way of maintaining students calm and quiet. Again, it was evident the lack of discipline within the students and their learning process. In addition, it can be said that more than discipline, it was a lack of respect for the teacher’s work and students’ learning process.

According to the students’ English level, it was limited. Students at this institution had the mistake of considering knowing everything, but after the theory was given to them in order to make practice, they failed in simple and basic things that with a high level of English, they must have never failed. This was noticed and reflected at the moment the researcher applied the lessons. Therefore, for being into an advanced class of English, the students did not spread their attitudes fully.

About the motivation, whereas from the teacher or the classroom, was completely wrong and indifferent. Inside the classroom there were not any type of message or at least some flash color cards with some vocabulary relevant to the class. What it was visible was the painting of the walls (in some parts) which was falling down, and also how the lack of light were some of the examples that also affected students’ motivation. In addition, the teacher with her calm behavior did not collaborate on the motivation of students to be aware or even to enjoy the class; if they do so, good, if not, also good too.

5.1.2 To apply deductive approach to correct sentence-structure order errors on students’ compositions

Referring to what the researcher applied, the students’ response was positive because they already knew the importance of this investigation; therefore, they collaborated with the researcher. Even though about their complicated behavior, the results reached the main goal that it was applying deductive approach in sentence structure order through the usage of conditionals.

In contrast with the teachers' class, students maintained the entire class paying attention to the topic. Even they thought knowing everything about conditionals (due to their personality of been the kings and queens of the world) and as the researcher continued explaining the topic, doubts started to emerge and this increased the students' interest regarding the topic. Into the lessons given, the researcher considers learners felt comfortable and mostly challenged; and in fact, this made student's attitude to change completely in contrast to their homeroom teacher's class.

The challenge of making something different, just as followed the rules and show discipline, made them understood their position within the classroom, taking into account that they were not used to. Because the bases (responsibility) in everything that happened during the class, and how students act is strictly from the person in charge (the teacher or the researcher), students will collaborate.

The students' mental health was also part of the investigation. Starting each class, the researcher applied the terms known as reverse psychology. In that way, if learners speak in Spanish, the researcher would not answer anything. If they misbehave during the class, the researcher would be standing in front of them until they behave again by themselves. That method worked because the students understood how it feels to be in another person's shoes, and how been disrespectful is negative for teacher as for students.

On the other hand, patience is other interesting and important characteristic teachers have to work every day and at every moment with students. In the case of the researcher, she is a strict professor who is used to have everything in order and to be an authority inside the class. The moment of applying the investigation in a place where vagrancy rules live more than anything else, became a tough work in order to reach the researcher's own expectations with herself. The first

day, she felt amazed with the vocabulary used by students due to the school's system (especially for being a private institution). But mostly, the researcher felt offended to see how different places and educators acted as if they were not disrespecting their own profession. As a result, the researcher had to meditate and take this experience as a way of learning new things and getting used to each different school system.

When talking about the difficulties the researcher had in order to apply the method, at the beginning it was an internal fight because normally teachers are getting used to the inductive approach. Regarding on making a warm-up, what teachers more often use are the rhetorical questions, in which the students deduce the topic that will be given. For this investigation, the main point was applying deductive approach instead of inductive reasoning; therefore, the main difficulty was on changing the cassette and trying another type of teaching methodology in order to receive the expected results.

Afterwards, the researcher noticed that deductive teaching should be used more often. In that way, teachers work on their capacities of developing the specific topic by been a teacher-centered classroom first. Then, the students task focus especially on practicing what they have been taught and proving if they understood or not the topics. In that way, students progress during their learning process increased by letting themselves spread their abilities with the information gathered from the teacher yet, than starting deducing information that may be (or not) correct.

5.1.3 To evaluate students' improvement due to the use of deductive approach in compositions

During this investigation process, the researches felt satisfied due to the footprint left in the students. As she implemented again the usage of the white-board (because they do not even

use it normally), it made students to follow a pattern of learning during the class in which they have to copy on their notebooks or make flash-cards from the information gathered.

Due to this, some students expressed their gratitude to the researcher by the way of teaching them about a topic they thought knowing everything. In addition, the moment of the explanation, students noticed they were not accurately correct or that they misunderstood some important details in a complicated topic as *Conditionals*.

Therefore, as a result, students felt good. The challenges and motivation presented by the researcher made them feel secure to the point of achieving activities correctly and participating in a respectful way, talking in English more often than with their homeroom teacher.

In addition, part of the changes made were the words ‘respect’ and ‘discipline’. Both words were practically unnoticed and not practiced by the students and with their teachers. Before and after the researcher applied the lessons, the investigator let learners to clear those word meaning. In that way, they were going to apply them in a future with her or with their surroundings even though students are not used to. It is important to remember that everything taught correctly, endures.

Another important fact, was the homeroom teacher observing the class, and furthermore, the changes in students’ behavior. The educator’s surprise made her talk afterwards to the researcher about the application of the strategy within her classes in order to have a healthier environment between her and the students. In that way, both will evolve the learning process together. Been a teacher is like been part of the family for each student. For that reason, the idea is to be in peace and work efficiently in both ways.

It is a fact that teachers should emphasize on that the more students enjoy an activity, the higher levels of attention will be. Students enjoyed the researcher's strategy, from the beginning until the end. This definitely generated to influence their capacity to remember and write words correctly. The quality of learning is related to how much students enjoy the class. It is necessary to apply different, interactive, and attractive learning techniques.

As a conclusion, the three objectives regarding this investigation were successfully reached. It was of great pleasure reaching the research's purpose. The data analyzed in the theoretical framework supported the development of the students at the end of the process. This activity was carefully designed based on several conclusions that were obtained throughout the analysis of different theories. The researcher felt satisfied about the usage of how deductive approach reasoning might reinforce two of the most important deficiencies regarding grammar and sentence-structure order.

5.2 Recommendations

In order to fulfill the investigation purpose correctly, the researcher must know where to apply the method. This means to study the institution and the school system it has. The reason is that not all schools work equally. Furthermore, the researcher should know how to apply the strategy, which topic fixes better in order to reach the expectations or work together.

In addition, the researcher should investigate very carefully the information about the method. The investigator should not confuse methods that may be similar to the one he or she will focus in order to avoid confusion with herself/himself or with the students.

When talking about the teacher, she needs to work on her way of teaching. It is unacceptable the way she behaves with the students and how she lets, the students behave. Also,

she needs to improve her techniques. Instead of using only copies, she should use material that requires a certain degree of analysis, for example solving problems or explanatory cases. These activities help the concentration demanded to students. Furthermore, activities that involve compositions writing are definitely excellent ways to guarantee an effective and enduring learning when it comes to sentence-structure order.

Finally, the use of technology is currently indispensable. The institution should take into consideration including at least a class with a video beam where students may observe more than a white-board and learn in a different way or perception of the topic.

5.3 Restatement of the research question

The main point of this investigation was the research question at the beginning of everything, what are the effects of using deductive approach through sentence structure order correction on students? All results show the different effect the method gives by a better acquisition of vocabulary, a better way of composing and using the verbs correctly. The results show how students improved by applying the hypothesis first. Then, by testing them as a mean to confirm if they understood the topic in order to test that hypothesis later. Therefore, it is possible to conclude that the purpose of this investigation was successfully achieved.

5.4 Unexpected results

The main unexpected result was the attitude of the students. The researcher believed that they were not able to collaborate during the class; nevertheless, they participated correctly. This might have happened due to the attitude the researcher had with them during the process. The

implementation of respect between both, and being their mentor who explained the topics that may be difficult due to the rules and patterns they follow.

Moreover, another unexpected result was the grades of the post-test. Even though they were in groups, the moment of working together, they helped each other. It was reflected that maybe as they were not used to make this activity, they did not misbehave and did not interact very often because the teacher made the groups, but in that way, preferences were not applied.

After all, the most unexpected result was the constantly presence of the director during the researcher classes, in which due to the work done, he congrats the researcher's work and took into account the learning process in order to introduce these changes into the system and obviously according to the English department.

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APPENDIX 1

Observation Checklist

Observation Checklist

Teacher's Name:	Date:
Observer:	Class:
Class Observed:	

	<i>Excellent</i>	<i>Could Improved</i>	<i>Not Observed</i>	<i>COMMENTS</i>
<i>Class Structure</i>				
Review of the previous class				
Summarizes topic content				
Manage student preparation for next class				
<i>Student- Teacher Interaction</i>				
Students are seated properly at all times, including attention during instructions				
Teacher moved around the classroom during the lesson				
Teacher demonstrates effective classroom management all the time				

Teacher uses planned activities appropriate for the lesson				
Teacher shows adequate knowledge of content				
Teacher checks understanding and provides clarification throughout the lesson				
Virtues are referred to during lessons				
Students clearly understand classroom expectations				
<i>Content</i>				
Well organized				
Related to students' experience				
Select learning experiences appropriate to level of learning				
<i>Classroom Management</i>				
Safe & orderly environment				
The class decoration transmits positive behavior				
Time is used effectively and efficiently				
Teacher manages activities simultaneously				
<i>Student Engagement</i>				
Excited about the topic				
Passive with the topic				

Disengaged of the topic				
<i>Student Development</i>				
Producing an activity				
Problem solving				
Presenting				
<i>Levels of Student work</i>				
Analyzing				
Creating				
Applying				
Understanding				

APPENDIX 2**Pre-test****COLEGIO ILPPAL**

Asignatura: Grammar

Duración de la prueba: 45 minutos

III Trimestre, Examen de Diagnóstico

Puntuación total: 32 puntos

Nivel: Séptimo Año

Docente: Michelle Hernández

Puntos obtenidos	
Nota	

Nombre del estudiante: _____

Sección: _____

General Instructions:

1. Read carefully the test
2. The test is individual
3. Check that the test has the four parts complete
4. The test is an official document, must not be damaged by any circumstances
5. Use blue or black pen, DO NOT use pencil or the answer must be incorrect
6. Write with legible handwriting
7. Try not to use liquid paper. In case you make a mistake, go at the end of the exam and write the correct answer using the correct number and letter on the statement
8. You cannot use any electronic device
9. You cannot use any calculator
10. Check your test before handing over

1. Complete the sentences with the present simple or continuous (4 pts)

- a) What time (you / catch) the bus every morning?
 b) (you / meet) Patrick tonight?
 c) My brother (not get up) early at the weekends.
 d) She (not be) the one I told you!

2. Complete the following sentences with the past simple and past continuous (3 pts)

- a) The sun (shine) at 7.30 this morning when I got up.
 b) We met lots of famous actors when we (live) in Hollywood.
 c) Sally (not understand) the answer because she wasn't listening.

3. Complete with present perfect simple (3 pts)

- a) I (burn) a cd of some dance music.
 b) Jill is hungry because he (not eat) anything today.
 c) How many times (she / play) the guitar in public?

4. Complete the sentences using the correct verbal tense (22 pts, one point each)

- A. Alberto (drive) to school bus everyday.
 B. Sandy (forget) her homework very often.
 C. Our friends sometimes (go) to the supermarket.
 D. Jenny never (go) there. But she (go) yesterday because her mother (be) ill.
 E. When they (arrive), the boy (play) in his room.
 F. By next year, they (win) the prize.

- G. They (argue) yesterday afternoon.
- H. We (plan) a trip for this weekend.
- I. When they (see) the car, they started (dance).
- J. She hates (get) the bus everyday.
- K. (smoke) is bad for your health.
- L. As this time next year, they (work) in South Africa.
- M. I (just/arrive), and I miss my family.
- N. How often (you/go) to the cinema?
- O. How long (they/smoke) here?
- P. What you say (be) terrible.
- Q. They (meet) tonight at 10 o'clock.
- R. Peter (live) since 2008 in this house.
- S. Who (be) your favorite pop stars?
- T. They (already/go) when the police arrived.

APPENDIX 3

Questionnaire to Students

Students' Questionnaire

Personal Details

- What is your full name?
- Do you like your name, why or why not?
- Do you have a nickname? If so, what is it?
- When is your birthday?
- Do you have any siblings?
- Do you have any pets?
- Who's your favorite relative?

Future Goals

- What career do you see yourself in after school?
- Do you want to go to college? If so, which one?
- Where do you see yourself in ten years?
- Do you plan to stay in this area or move away in the future?

Specific Information for this class

- Have you heard about conditionals?
- What concerns you more about being in the class?
- Which expectations do you have of this class?
- Do you like how the teacher develops the class?

This year in school

- List your class schedule
- Which class are you most looking forward to this year?
- Which class are you least looking forward to this year?

APPENDIX 4

Interview to the teacher

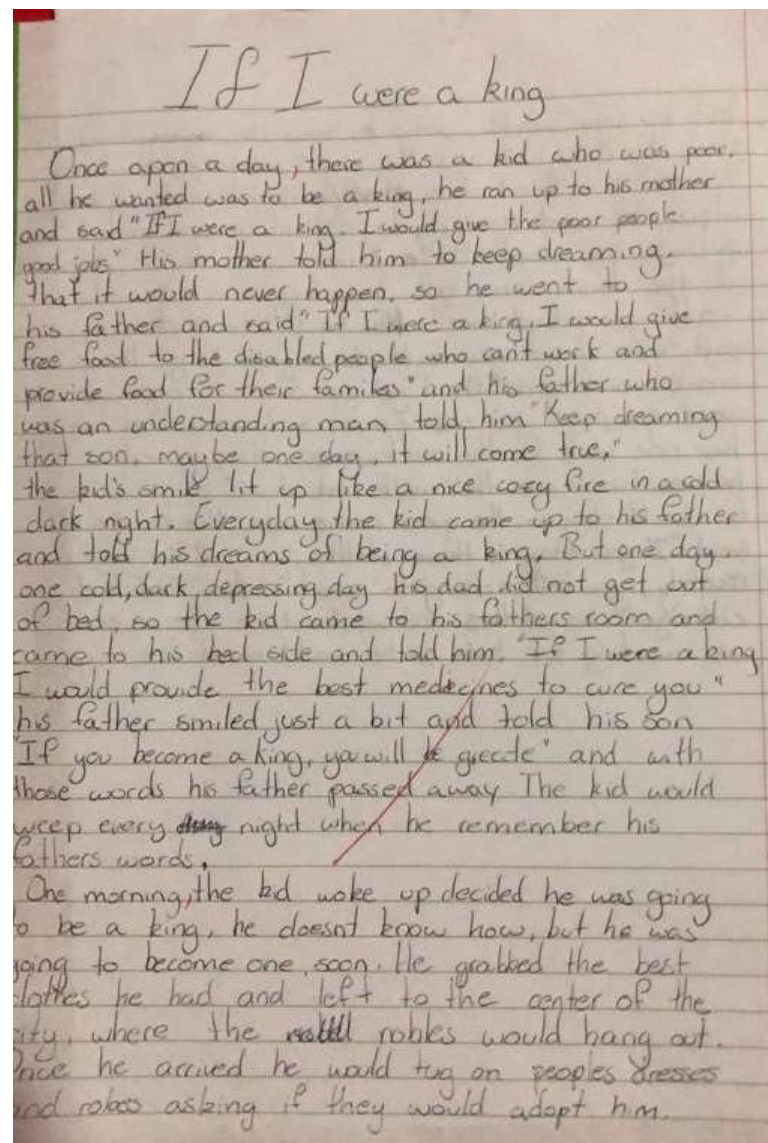
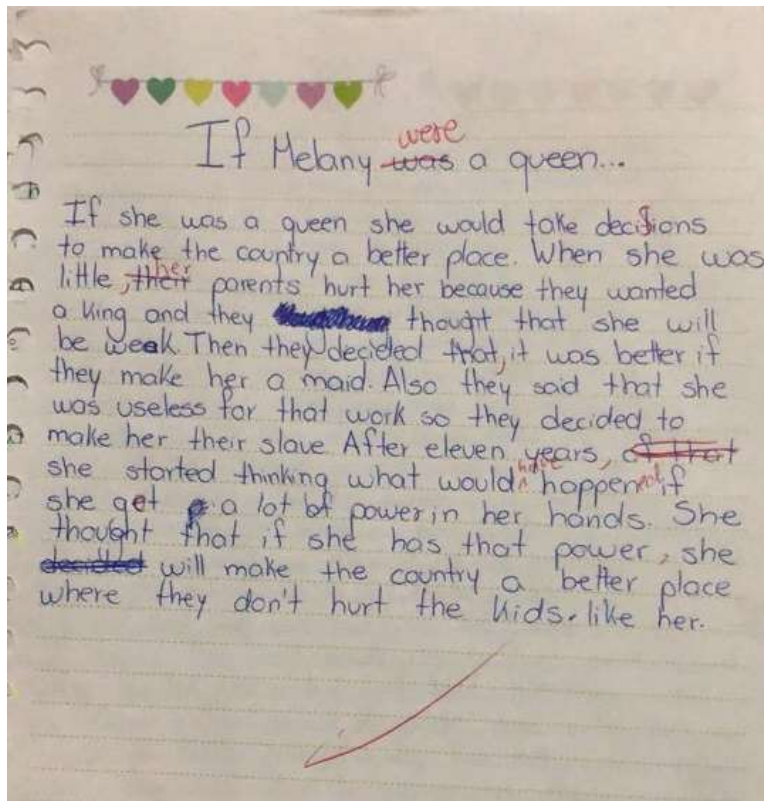
INTERVIEW TO THE TEACHER

- Do you consider teaching as a gift you bring already within or something you learn?
- Where do you study? Does it help you get to know yourself better as a person-professional?
- How long have you been working on ILPPAL institution? Was it difficult get used to its academic system?
- What difficulties do you think ILPPAL High School have according to English department?
- Which methods do you use in order to improve sentence structure order on Grammar classes?

APPENDIX 5

Post-test





APPENDIX 6

Rubric

Grammar Assessment Rubric

<i>Aspects</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
Writing Authenticity	Provides a complete developed plot including major and minor characteristics and definite setting.	Provides an adequate developed plot with appropriate strategies like dialogue, narration...	Provides a several developed plot line including just little aspects of the characters and settings.	Lack of plot line. Failure of strategies and aspects based on the story
Content accordance with the title	Clearly addresses all parts of the writing task. Demonstrates a clear understanding of purpose and audience. Maintain a consistent point of view, organization and structure. Includes a main idea with relevant facts.	Addresses all parts of the writing tasks. Demonstrates a general understanding of purpose and audience. Maintain most of the time a point of view including transitions. Includes a main idea with most of the facts.	Addresses kind of the parts in the writing task. Demonstrates little understanding of purpose and audience. Maintain an inconsistent point of view with inefficient transitions. Suggest a central idea with limited facts.	Addresses only one part of the writing task. Demonstrates no understanding of purpose and audience. Lack of point of view, focus, organization. Lack of a main idea and relevant facts.
Sentence Structure	Sentences reflect variety in length. Correct use of subject-verb agreement.	Sentences reflect some variety in length. Occasional errors in subject-verb agreement use.	Sentences reflect little variety in length. Contains subject-verb mistakes.	Sentences are simple and fragmented. Errors obstruct meaning.
Focus on Thesis Statement	The thesis statement names the topic of the essay and the main points to be discussed.	The thesis statement names the topic sentences of the essay.	The thesis statement names some or all the main points but does not name the topic.	The thesis statement does not name the topic neither what is going to be discussed.
Grammar and Spelling	The author makes no errors in grammar or spelling that may	The author makes 1-2 errors in grammar or spelling that distract the reader from the content.	The author makes 3-4 errors in grammar or spelling that distract more the reader from the content.	The author makes more than 4 mistakes in grammar or spelling that completely distracts the reader from the content

	distract the reader from the content.			
Punctuation and capitalization	Correct use of punctuation, capitalization and legible handwriting.	No more than one error in punctuation, capitalization and mostly legible handwriting.	From 3-4 mistakes in punctuation, capitalization and almost legible handwriting.	More than 4 mistakes in punctuation, capitalization and illegible handwriting.

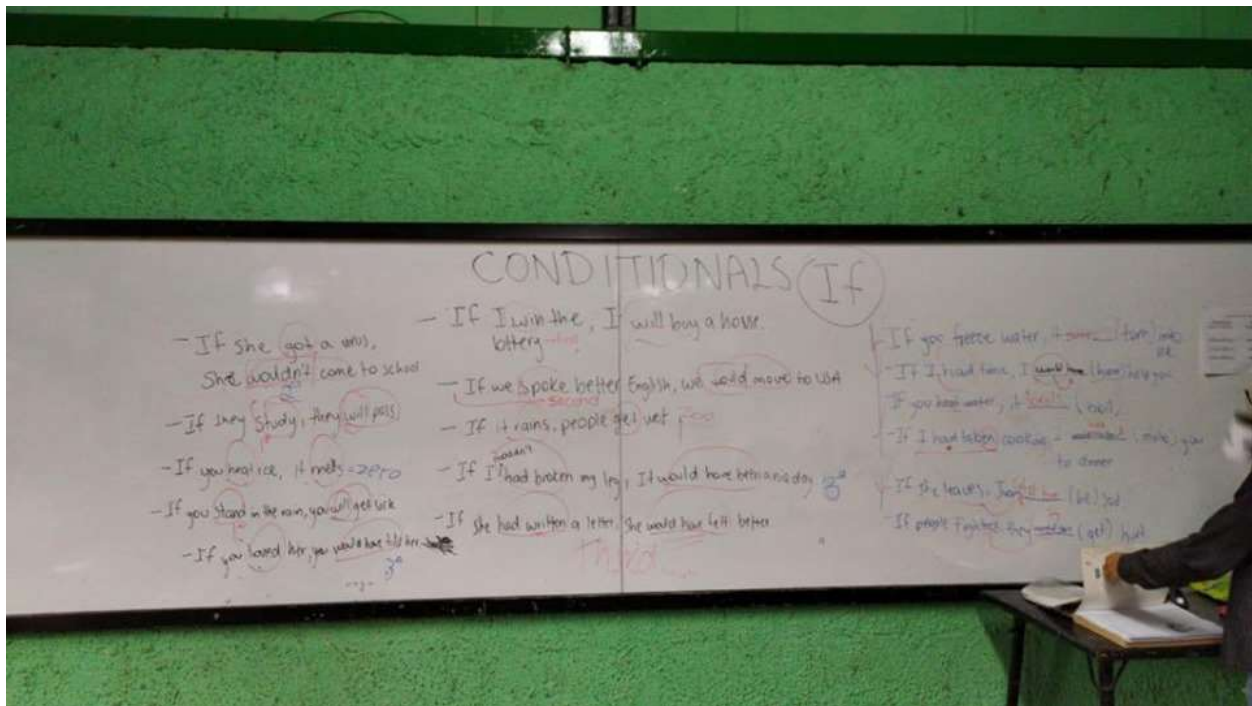
Comments: _____

PICTURES EXTRA FROM THE ACTIVITIES DURING THE CLASS









CARTAS

Tribunal Examinador

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con Énfasis en Enseñanza.



Lic Leslie Elizondo Mora
Tutor



M. Sc. Yanith Delgado Chacón
Lectora



M.Sc. Dinier Amador Serrano
Directora de las Carreras de Inglés

Carta del Director de Carrera

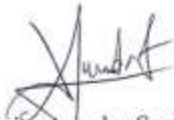
San José, 10 de diciembre de 2019

Señores
Universidad Internacional de las Américas
Estimados señores:

El suscrito MSC. Dinier Amador Serrano, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Michelle Hernandez Calvo, portadora de la cédula de identidad no. 1-1755-0148, que ha titulado: *The effect of using deductive approach to improve sentence-structure order on upper-intermediate students in the first and last quarter 2019 at ILPPAL High School.*

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



MSC. Dinier Amador Serrano
Director de las Carreras de Inglés

Carta de la Lectora

San José, 10 de diciembre de 2019

Máster

Dinier Amador Serrano

Directora de las Carreras de Inglés y Enseñanza del Inglés

Universidad Internacional de las Américas

Estimado señor:

La estudiante Michelle Hernández Calvo, portadora de la cédula de identidad no. 1-1755-01-48, ha presentado para su lectura y corrección de estilo la tesina denominada *The effect of using deductive approach to improve sentence-structure order on upper-intermediate students in the first and last quarter 2019 at ILPPAL HIGH SCHOOL*. He revisado y corregido terminología, así como los aspectos referentes a la estructura gramatical, ortografía y puntuación y he comprobado que se han incorporado las correcciones sugeridas al presente documento. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



M. Sc. Yanith Delgado Chacón

Lectora de Tesis

Carta del Revisor

Martes 10 de Diciembre de 2019

Máster
M.Sc. Dinier Amador Serrano
Director de las Carreras de Inglés y Enseñanza del Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante Michelle Hernández Calvo, portadora de la cédula de identidad no. 1-1755-0148, ha presentado para la respectiva revisión la tesina denominada *The effect of using deductive approach to improve sentence-structure order on upper-intermediate students in the first and last quarter 2019 at ILPPAL HIGH SCHOOL*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



Lic. Leslie Elizondo Mora
Cédula de identidad 109990600