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The Effect of Using the Oral Approach and Situational Language Teaching to Obtain Grammar Proficiency in the Case of Students of Intermediate I at a Private Institute in Barrio Escalante during the Second Quarter of 2017

Thesis Mentor: M.Sc. Dinier Amador Serrano

Thesis Reader: M.Sc. Catalina Guerrero Troyo

Student: Lindsay Castro Alfaro

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Resumen

Esta investigación titulada El efecto de usar el enfoque oral situacional para obtener competencia en el caso de estudiantes de nivel intermedio I en un instituto privado en Barrio Escalante durante el segundo cuatrimestre de 2017 fue llevada a cabo con el propósito de evaluar el impacto del enfoque oral situacional en las habilidades gramaticales de estudiantes adultos en un instituto de idiomas privado donde algunos aspectos de este método son aplicados, pero otros no. Las actividades utilizadas por la investigadora fueron: bingo de vocabulario, el campamento que salió mal, organice la oración, complete la frase y juego de mesa sobre preguntas indirectas.

La investigadora ha comprobado la autenticidad de las actividades del enfoque oral situacional para mejorar las habilidades gramaticales de los estudiantes después de aplicar instrumentos tales como observación de clase, entrevista, cuestionarios, una prueba previa y otra posterior a las actividades. Los estudiantes demostraron mejoría cuando se compararon los resultados de las pruebas y expresaron que se sintieron más seguros usando las estructuras gramaticales después de completar las actividades.

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Chapter I

Introductory Framework

The introductory framework of this investigation will provide an overview of the importance of using the Oral Approach and Situational Language Teaching in the English classes at a private institute. It is going to be divided into five sections. The first section is the background of the study and it describes the characteristics of the population that will take part in the investigation, and where it takes place. It also describes the need to research on the teaching of grammar structures. The second part is the research question that will define the path of the present investigation. According to Cárdenas (2013), the research question will be our guide throughout the research process and the goal to achieve. The third part states the purpose and significance of the study which provides a summary of the goals that the investigations pretends to achieve. The fourth part presents the objectives of the research; this section states the general and specific objectives. According to Guanipa (2008), the objectives are posed with the purpose of answering the research question and each of these aspects should be derived from the objectives raised at the beginning of the study. The final part addresses the limitations of the study which describes the problems that the researcher might face during the investigation.

1.1 Background of the Study

The population this project consists of a group of Intermediate students at a private language institute located in Barrio Escalante, San José. These are adult students whose ages range from 18 to 40 years old who want to learn English language in order to communicate their ideas accurately. They are divided in groups of eight students minimum and 16 students maximum so that the teacher can better assist them.

This private institute teaches English as a foreign language in Costa Rica, they are pioneers in teaching intensive lesson with 100% of conversational classes, ideal for learning in an easy, fast, and effective way. It specializes in language teaching. They are leaders in Costa Rica because of their effectiveness in the English and Spanish programs.

They offer intensive English lessons since 1980, and in 2000, they started offering semi-intensive programs, ideal for people with limited time for studying. They offer available courses for kids, teenagers, and adults. There are also business programs for companies, individual lessons, conversation clubs, and Spanish courses for foreigners. The private institute has four campuses in the main cities of the country. Two of them are in the province of San José: Barrio Escalante and Escazú, and the other two are in Heredia and Alajuela. Their vision and mission are the following:

Mission:

To satisfy the need of our students to communicate as functional bilinguals, by applying an innovative methodology and face-to-face interaction, within a reasonable term and price

Vision:

To become an innovative national and international institution of higher education, nationally and internationally, leader in offering practical and intensive language courses.

This private institute had effective results in language teaching through intensive language practice for more than 34 years. They offer a conversational methodology that together with grammar and writing provides a comprehensive language learning. They are organized in groups of 12 students approximately; that offers teacher the opportunity to impart more dynamic lessons that enhance a success in the learning process.

Students go to the institute from Monday to Friday and they do not have any homework assigned. This means that the time they devote to practice the language is reduced to the hours in which they attend the English lessons.

The fact that they are not exposed to an English environment during most part of the day, makes the teaching of grammar so that students can internalize the grammar structures studied. This can be done through the use of the Oral Approach and Situational Language Teaching method that emphasizes on teaching grammatical patterns through oral practice.

Learning a foreign language is necessary nowadays, especially the English language. According to LADO International Institute (2016), in today's strongly globalized world, it is a premise that does not even have point of discussion. The countries that design and carry out this globalization have English as their mother tongue or working language. It is basic for the professional and work development. Besides, it is very useful when traveling, when surfing the Internet to make new friends in other countries in which English is the official language, to understand how to use a new appliance that has been bought. In sum, English is extremely important to succeed professionally as well as in daily life.

Because of these reasons, it is really important for students at this private institute to learn English in a way that allows them to correctly use the grammatical structures learned in the classroom in order to understand the language and to express their ideas coherently. Being able to communicate accurately will be an advantage in many aspects, for example, during a job interview they may have access to more employment opportunities if they are able to speak the language fluently.

There are many cases of people who attend language institutes because they want to learn English, but in many cases when finishing the programs, they have not acquired the

English they were supposed to because the emphasis placed on grammar has not been the appropriate one. As a consequence, students do not internalize grammatical structures efficiently.

Teaching grammar using the Oral Approach and Situational Language Teaching is a need to develop as much as possible in the English classes. Through the experience the researcher has developed while teaching, she considers that students absolutely need to apply the grammar structures they go over during the learning process. If students are taught a structure through a drill, they might get it, but they are not effectively learning it because they only do some repetition. The point is that when practicing specific exercises mechanically, the students do not develop their ability to use what they have just learned authentically. In order to assess the students' proficiency, it is very important to use real-life contexts, so that the students can apply the grammatical structures learned to a situation they are familiar with. The purpose of the Oral Approach and the Situational Language Teaching is that students demonstrate they have clearly understood and internalized the given structure, and that they have acquired the expected level of the English program they have reached.

The researcher thinks that students have to be exposed to authentic materials and activities in order to use the language in a more efficient way through the oral activities performed in class, not only with the teacher, but especially with the other students.

The investigator would like to learn more about teaching grammar using the Oral Approach and the Situational Language Teaching because during the time she has been teaching English, she has noticed that in spite of all the repetition that is involved in the learning process, the students still make many mistakes in the grammar structures that have been previously studied.

When the researcher notices that students are still confused when using structures that they are supposed to know, she considers that there is something in the method that is not working the way it is intended to. The time used for repetition totally outweighs that used for students to share ideas of their own in a given situation. This is the opinion of the investigator who considers there should be a change in the methodology so that students can be able to use the structures without so much effort in their practices and different contexts provided by the teacher.

The researcher actually wants to learn more about the use of the Oral Approach and the Situational Language Teaching to explain grammatical structures because she wants to prove that students are more likely to learn effectively by the use of memorable situations rather than by plain explanations followed by repetition.

1.2 Research Question

The research question is the first step to start an investigation. According to Cárdenas (2013), it is a challenge that all those who start a thesis have experienced. We cannot begin writing or preparing a research project if we have not identified the research question. We cannot choose techniques, theories or data if we do not have a research question. If we do not have a research question well defined, we will lose a lot of time and energy trying to put the ideas together. The research question is the final goal of the researcher and the guide throughout the research process. With this investigation, the researcher wants to know the effect of using the Oral Approach and Situational Language Teaching to achieve grammar proficiency in a group of students of Intermediate I at a private institute in Barrio Escalante, San José during the second quarter of 2017.

1.3 Purpose and Significance of the Study

The purpose has to be clear, not only for the writer, but also for the reader, since it summarizes the goals that the investigation pretends to achieve. According to Ávila (2006), before initiating an investigation, the research purpose, also known as the research proposal, must be established. Developing the research purpose is the equivalent to conducting the research planning in order to organize all the stages of the investigation process logically. In other words, the purpose of the research is to state all the steps of the process in a logical way.

Today more than ever, learning English is a necessity. This language is used every day in almost all areas of human knowledge and development, such as education, business, international relations, among others. In this globalized world, it is the universal language and it has an impact on all countries, affecting the various fields and professions. Speaking English can no longer be regarded as a luxury, but as an obvious necessity. It is the tool that allows communication with people from other countries around the world and it has become the global language of communication, one of the most widely used in the world.

Students of the English language are fully aware of the importance English has in many areas, for example when looking for a job, English will give people access to a better education and; therefore, the possibility of getting jobs. In regards to education, people who speak the language may have opportunities of accessing scholarships to study abroad and they may also have access to textbooks and information that is only available in English. This language is also important when traveling, since it is spoken in many countries to communicate with foreign people. Speaking English will avoid people to suffer stressful situations caused by the language barrier.

If teachers of English provide the students with the necessary resources to learn the language, they will perform better in the classroom and be able to apply what they have learned when expressing their ideas to others. The private institute where this study takes place has existed for more than 30 years. It has a very good reputation because the graduated students have learned the language very well. However, the researcher has noticed an inconsistency when it comes to teaching some grammatical structures of the Intermediate I level. The researcher will put into practice activities that will allow the students to internalize a specific grammatical structure, so that they can use it first through given situations provided by the teacher and then communicating situations of their own experiences.

It is mandatory for teachers to be updated with methods that better work for the students according what they are teaching. When going over grammar structures the use of the Oral Approach and Situational Language Teaching will provide an environment in which the students are able to apply grammar from the beginning because they will learn the structures through an inductive approach, which means that they are not going to be given a plain explanation of a pattern, but instead, they are going to infer it according to the way the structure is used in a given situation.

When students enroll in English classes, their main goal is to be able to speak the language and improve their skills as they advance through the different modules. In order to fulfill their expectations, the researcher thinks that the students need to be provided with meaningful and authentic materials that are relevant to the learners' lives. For this reason, the Oral Approach and Situational Language Teaching becomes a very useful tool for students when applying the grammatical structures correctly. This approach is based on the creation of situations that can be used in the classroom with the help of objects, drawings, authentic

teaching materials, actions and gestures to understand the meaning of the new patterns. The use of this approach is going to benefit the students because through it, they are going to achieve their goal of speaking the language from the very beginning using the grammatical structures learned throughout the modules. This approach is relevant to the students because it emphasizes on the importance of using the grammatical patterns correctly in order to get their message across. This investigation will be useful because it includes activities that can be used as a guide and that teachers can apply after performing specific drills. In this way, the students get the opportunity of producing ideas of their own once they have had enough practice of the grammar structures.

By providing the students with material that is related to real life situations, the teachers contribute to prepare students to use the language in the different scenarios they face. They can improve their skills as they advance in the English program and they are going to be able to communicate successfully.

This study is significant because it is going to contribute to the private language institute by exposing many aspects of the Oral Approach and Situational Language Teaching that will be useful in guiding teachers through the use of meaningful activities in order to engage students during the presentation of grammar structures; therefore, the students will not get frustrated by going over extensive drill repetition that do not allow them to produce the language freely.

Since the Oral Approach and Situational Language Teaching permits the students to express their ideas through the use of pictures, flashcards, and many other visual aids; it is going to reduce the indifference that some students show when they have to study grammar. At the same time, it will increase their willingness to learn grammar which is one of the most important aspects to communicate effectively in any given language.

1.4 Objectives

In any investigation, the general objective expresses the concrete purpose of the research, while the specific objectives state the actions to be taken by the researcher to achieve the general objective. According to Guanipa (2008), the objectives allow to evaluate the whole process that is, progression, revision, and reformulation before reaching the final result. They allow to delimit the methodology to be used, include additional objectives, modify those already raised, and even replace some by new ones depending on the direction of the research.

In order to succeed when carrying out an investigation, the researcher has to properly organize the ideas in such a way that the reader may get a clear understanding of all the aspects developed. For this reason, the researcher has been very careful at the moment of organizing the ideas by creating a clear general objective easy to understand and accomplish throughout the implementation of the specific objectives which are to be followed thoroughly in order to complete the analysis of the investigation. Well defined objectives together with their correct organization will guide the researcher in the implementation of every step needed to get the final results.

1.4.1 General Objective

To evaluate the effect of using the Oral Approach and Situational Language Teaching on the grammar proficiency obtained by students of Intermediate I at a Private Institute in Barrio Escalante, San José during the second quarter of 2017

1.4.2 Specific Objectives

- To identify the difficulties that students have when expressing their ideas using specific grammatical structures

- To apply activities of the Oral Approach and Situational Language Teaching as a way to enhance the correct use of grammatical structures
- To analyze how the use of activities of the Oral Approach and Situational Language Teaching improves the students` grammar proficiency

1.5 Limitations of the Study

During the investigation, the researcher may come across different obstacles that interfere the research. According to Moreno (2013), the limitations are problems the researcher will encounter and has to come up with possible alternatives to solve them. He says that a limitation means that you stop studying one aspect of the problem due to some reason and any limitation must be justified with a good reason.

Although the intention of this thesis is to complete the present study in the established period of time, the researcher is aware of the fact that there are many internal and external factors that may affect the actual plans. For this reason, the investigator has worked carefully in identification of possible problems that can be faced and the possible solutions to complete the study successfully.

First, there may be problems regarding the time to apply the questionnaires and activities in order to perform the investigation. For this reason, the researcher will talk to the supervisors at the private institution to request permission to apply different activities during the classes. If this were not possible, the researcher would ask the students to stay for a period of time after class, in order to complete the activities of each specific day.

Another limitation may be that the activities do not adjust to the methodology of the institution. In order to avoid this, the researcher will coordinate with the department in

charge of the development of teaching materials to make sure that the activities are designed in a way that does not interfere with the methods used in the private institute.

One more limitation can be the assignment of groups. At the private institute, the teachers rotate each month and they get groups that are at different levels of the program. There is a possibility that the researcher gets a group that is not at a level that allows the investigator to apply the specific grammar exercises successfully. To avoid this, the researcher will request the supervisors in advance to be work with a group that has to go over the grammatical structures that the researcher wants to emphasize.

A lack of collaboration from the students can be another limitation. This may happen because they think it is not worth to participate in the study. If this happens, the researcher will explain to the students that the grammar structures that are going to be studied are very common in conversations with native speakers and that their learning will be meaningful. Students should be conscious that the activities developed will allow them to internalize the grammatical structures and use them effectively when interacting with others.

Finally, there may also be problems at the time of collecting information. This happens because sometimes there are aspects that have not been included in the instruments used to collect data. To prevent this from happening, the researcher will first apply the different instruments to test them and gather useful feedback to correct any possible errors or misunderstandings.

Chapter II

Theoretical Framework

The theoretical framework is one of the most important phases of a research work. According to EcuRed (2017), it consists in developing the theory that the project will be based on taking into account the problem that has been raised. It is the synthesis of the general context of the topic being investigated. It gives information on what is known about the specific topic and it provides the conceptual frame of reference needed to delineate the problem. It also formulates definitions and statements that should be verified, and interpreted based on the results of the study. This theoretical framework is divided into two parts; the first one covers some antecedents of the investigation and, secondly, it provides a literature review on the topic being investigated.

2.1. Antecedents

This section covers the five more relevant previous investigations found by the researcher. They will serve as a starting point in order to carry out this investigation. The researcher will use them as a guidance to develop the topic having a solid base to know how the problem has been analyzed before. According to Rojas (2010), the antecedents refer to the previous studies and theses related to the problem raised, in other words, previous research related to the problem being studied. Antecedents have to state the authors and the year in which the studies were carried out, the objectives, and main findings of the studies. The finding of antecedents is one of the first activities that must be done by the researcher, since it will allow her to define and delimit the object of study and; therefore, the purposes of the research.

The first investigation found is “Developing Learning and Teaching Activities Applying Inductive Grammar Structures to Developing Linguistic Competence for Ninth Graders at Liceo Laboratorio Emma Gamboa during the First Quarter of 2012” by Ana Alexandra García Ramírez.

In this study, the author designed a grammar lesson plan to help students develop their communicative skills. She implemented different activities to assess the students’ outcomes. The instruments used were a diagnostic and a post test, a questionnaire, an interview, and a class observation. She developed the lessons in a way that the students engaged and participated in an inductive lesson. The students were able to develop critical thinking to solve their exercises, since images were used throughout the lessons in order to get the students’ attention and to help them establish the relationships with the grammatical structures studied.

This investigation points out that most of the students consider that inductive grammar helps them applying their previous knowledge to new situations. They also expressed that it is extremely important to take into account the students’ opinions to improve the inductive lesson plans designed. Many students said that this method of teaching grammar helped them increase their level of interaction.

During the implementation of this method, the students’ motivation increased, they participated a lot and shared their ideas and feelings. Their attitude toward grammar changed and the majority of them expressed in the questionnaire applied that it was extremely important to have a deep knowledge about grammar in order to improve their communicative skills in English. The study also shows that most of the students felt fine and relaxed during the inductive explanations which were crucial for them to apply the language in the communicative situations.

After applying the post-test, the author shows that the number of correct items increased when comparing it to the pre-test. This shows that inductive grammar contributed to improve the students' communicative skills.

Another study relevant to this investigation is "Técnicas y recursos para enseñar gramática en el aula de lengua inglesa de educación primaria" presented by Celia Joven Sánchez in December 2014 in Valladolid Spain.

The objective of the investigation was to carry out a case study on how grammar in the English area is taught in a bilingual public school. A didactic unit was taken by the author of this investigation as a starting point to describe the teaching of English grammar observed in the classroom. The method used to carry out this study was based on direct observation collected in a classroom diary and informal interviews with the English teacher of the classroom, as well as on activities prepared for the students. She used several activities to improve vocabulary, the oral and writing skills, listening, reading; all with the purpose of providing the student with a large amount of input into the English language and various opportunities to express themselves both orally and in writing. According to the author, throughout the presentation and reflection about the grammatical rules and the activities that strengthened and guaranteed the implementation of the knowledge acquired, a deductive nature of the approach was observed.

For the specific case of the students observed throughout this investigation, according to the classroom tutor, it was beneficial to teach grammar mainly through induction and the reflection on the most relevant aspects in relation to its structure and use. This made the students perceive grammar as something useful and not as something abstract and often incomprehensible, this because of the integration of grammar into communicative activities. With the teaching techniques and activities carried out in the classroom and the resources

used in a global and integrated way, grammar as well as the other skills and subskills involved in the learning of the English improved substantially. According to the tutor, the grammar taught for helping students to communicate in English, not only orally but also in a written form, should be integrated into a systematic whole.

Through this study, the objectives established in the description of the approach were accomplished, by using the techniques and resources to teach English grammar in a primary school. Also, the observation of the students in the classroom and informal interviews with the tutor in which other aspects were analyzed, such as the correction of grammatical errors, and the importance of fluency in the students' communication carried out by the students were important to achieve the goal.

The third investigation found is "El desarrollo de la gramática a propósito de la comprensión y producción de textos narrativos" by Sandra Viviana Chiguauque Gracia and Ligia Ochoa Sierra in Colombia in 2009. The objective of the study is to present a pedagogical proposal that allows the development of grammar skills in order to strengthen the processes of reading and writing. According to the author, although work has been carried out to determine the importance of learning the structures of language, and to determine the ability of speakers to produce and understand texts, there has not been enough attention to the teaching of the structures, in order to improve the processes of reading and writing of the students.

The authors used different instruments to do the investigation. The first instrument that served as the basis for this study was a survey applied to the teachers. It allowed to see the strengths and weaknesses that exist in the task of teaching grammar and the conception of the teachers regarding the use of the correct grammatical structures. The second instrument used was a diagnostic test applied to 24 ninth graders. It offered a general idea of the

students' grammatical failures in producing and understanding narrative texts. The third instrument consisted of three workshops aimed at the development of grammar skills in order to improve the comprehension and production of texts. Finally, the students were given a final test to check the improvement of the grammar skills. After reviewing the productions developed in the final test and comparing them with the collected papers as part of the diagnostic test, there was a greater use of connectors, proper use of links, more cohesion throughout the texts, and a correct management of verb tenses.

These data showed that most of the students expressed through their writing, the grammatical knowledge and notions they had acquired empirically, due to the little emphasis that was placed in long explanations of grammar since the students showed better comprehension and text production. At the end, this study demonstrated that students showed a better use of grammatical elements in their writings, although there were still difficulties and aspects to improve.

Another investigation related to the teaching of grammatical structures was “el papel de la gramática en la enseñanza de la lengua inglesa.” It was carried out by Ana Vigó, Ana Ávila and Clemencia González in 2007 at a University in Cuba. According to the authors, the knowledge and correct use of grammatical structures is an essential aspect when communicating with others. The authors performed a detailed analysis of important aspects of the teaching - learning process of the English language in the context of the current reality. As stated by the authors the goal of grammar practice should be to get students to learn the structures in order to produce them correctly and consciously.

The investigators affirmed that the knowledge of grammatical rules is essential for the mastery of a language; people cannot use words unless they have a knowledge of how to combine them. It is necessary to teach the theory with the practice; in other words, teaching

grammar must combine the teaching of specific terminology, the grammatical structures, and the communicative practice in the classroom. The authors agreed that the ability is developed through continuous practice, they said that the habits are the result of exercises that have to be correctly organized planning the teaching materials in such a way that the class starts with the content that results easier for the students and introducing gradually the most difficult structures. The investigators explained that the skills are in mutual interaction, which means that, the development of some skills is conditioned by preceding ones, and that new skills are basic for the acquisition of future grammatical structures as the students continue studying the language.

In their research, the investigators also pointed out that being motivated is an essential element so that students can develop their grammar abilities in a successful way. At the end of their investigation, they concluded that the grammatical structures should be taught based on the principles of a communicative approach, so that students can express their ideas precisely showing deep knowledge and understanding of the language. As a result, teachers made sure that grammar occupies an important place in the process of learning a foreign language.

The fifth research paper the investigator found that is relevant to this investigation is “La adquisición de la competencia gramatical en inglés como lengua extranjera mediante el trabajo con blogging y microblogging” developed by Luz Dary Arias Soto in Spain in 2013. The main objective of the investigation was to analyze the effect of work with computer-mediated tools in improving the grammatical competence in English as a foreign language.

The investigation sought to establish if by using the tools of a Web, the group improved its level of competence in the grammar of the foreign language. A pre-test was applied to allow the researcher to identify the level of knowledge and management of the

English language by the students before starting the course. A post-test, was also conducted so that the author could analyze if the level had been improved after completing the course complemented by those tools. The information of the post-test was triangulated with the information that the students provided in the interview and with the contents of the blogs and microblogs published by the students in the network, as well as with the academic journals or logs. For the pre-test, a composition written by the students before the implementation was also used. Their compositions were contrasted with the texts the students had written on the blogs to compare whether there had been a change in their grammatical competence or not. To carry out the analysis, the author examined the data of the interviews that were recorded and transcribed together with the texts of the students.

After analyzing the data, the author concluded that the students improved substantially in regards to their grammatical competency. In general, based on the information that the students provided, it could be proved that there was a progress in the grammatical competence after using the web tool.

2.2 Literature Review

This section of the investigation presents relevant and useful information about teaching grammar and the Oral Approach and Situational Language Context. According to the Universidad para la Cooperación Internacional (2017), the literature review involves detecting, consulting, and obtaining bibliography and other materials that are useful for the purposes of the study, from which the relevant information necessary to frame our research problem has to be extracted and collected. It is necessary to select only the most relevant and recent references which are directly related to the approach of the research problem.

For this specific investigation, the researcher is first going to present information related to grammar, its definition and importance, the meanings of inductive and deductive

grammar, and techniques in teaching grammar. The second part explains aspects about the Oral Approach and Situational Language Teaching, its background, definition, the theory of language, the theory of learning, types of learning and teaching activities used, the role of the learners, the teacher and materials, and the principles for a successful teaching that the researcher considers are closely related to this approach.

2.2.1. Grammar

2.2.1.1. Definition of Grammar and its Importance

Teaching grammar is one of the most important aspects when teaching a foreign language. Grammar is a term that teachers of English as a foreign language are very familiar with. However, there are several definitions for this term.

In the Merriam-Webster dictionary (2013), grammar is defined as the set of rules that explain how words are used in a language. It is the study of word classes, their inflections, functions, and their relations in the sentence. Students have to be familiar with all these aspects in order to communicate successfully because depending on the order that the words have in a sentence, they can state many different ideas or may not give any message at all.

Another definition, according to Cáceres (2017), is that grammar is the study of the rules and principles of a language that govern how to use and organize words in a sentence. Each language generally has its own grammar and it tries to establish the rules for the correct use of words. Grammar has a broad character, it studies the complete structure of a language and the various ways in which sentences can be organized, while classifying and studying their function.

There are several definitions to the term. According to Crystal, as cited by Nordquist (2016), grammar encompasses all the rules that tell how it is possible to have a lot of contrasts in meaning within sentences. To express clearly and successfully, students have to

learn how to express their ideas; in order to do that, they need to be aware of the grammatical structures and how they are used to put sentences together.

Most of the times students are not very interested in learning grammar and as a result, they do not work on the exercises assigned. This leads students not to develop their grammar competence. Of course, when people speak English fluently, they do not think in the grammar they use when they speak; but to get to that point of fluency, students first need to learn the different grammatical structures needed to state their ideas clearly and correctly.

Teaching grammar just by making the students repeat the structures several times is not enough for them to internalize it. Repetition is just the first part of teaching grammar; after that, students need to contextualize that grammar giving their own ideas based on a scenario they are familiar with, so that they can internalize the structures studied throughout the different stages of the English course.

In this globalized world, more people are learning English since it is a language that is becoming more and more important worldwide. Many people express that this language can help them to access job opportunities and communicate with many people around the world so English has become a necessary subject in the curriculum. The four skills, that is listening, speaking, reading, and writing, play an important role in teaching and learning English, but in order to develop competence in these four skills, it is essential to use correctly the grammatical structures. Without the grammar competence people will not be able to express their ideas when writing a short text, an essay, an email, and so forth. Also, if people want to understand others and be understood when speaking English, they have to use the correct grammar structures; otherwise, the message will not get across correctly and that may lead to confusion or misunderstandings.

In many cases grammar teaching encounters a lot of difficulties because many people prefer to stick to the traditional method in which the professor gives long explanations and then asks the students to repeat the same sentences for a while; this makes the students get tired and they do not have an active participation during the class which creates a boring atmosphere, so many students lose their interest in learning grammar.

The researcher thinks that when teaching grammar, it is mandatory for the teacher to emphasize the role that communication has in this process, it is important to prepare as many activities as possible based on situational contexts, so that the students have the chance to explore and express their own ideas, as they apply the grammar students learned in class. Students have to be exposed to, and practice grammatical structures in real-life situations, so that they get confident and internalize the grammar learned; in this way their learning will be significant.

According to Harmer as cited by Trugul (2013), “students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context.” The role of context is essential when teaching English grammar because the students get more interested in practicing the grammar, they understand it better and internalize it; this stimulates them to get involved and participate, and also helps them to complete successfully the different exercises assigned as they have previously practiced using real life situations to study the specific grammar structures.

If people want to communicate in a successful way, they need the grammar competence that is acquired through the practice of grammatical structures. According to Batstone as cited by Wang (2010), “the language without grammar would be chaotic: countless words without the indispensable guidelines for how they can be ordered and modified”. Grammar is extremely important because if people change the order of words in a

sentence, they can express many different ideas just by rearranging the order or modifying the words. In this way, they can communicate many things using the same words but changing the order of them within the sentences.

Communicative competence is not enough in foreign language learning, it has to be complemented with good grammar. If teachers do not emphasize the grammatical structures, the students will not successfully develop their ability to communicate effectively and they will make a lot of mistakes, not only when speaking, but also when writing.

According to Denham and Lobeck (2010), it is the knowledge of grammar that allows people to create sentences they have never heard or uttered before. Teachers have to put a lot of effort in teaching grammar through situational contexts, so that students can acquire the foreign language in the most effective way and create sentences intended to convey the message they need to transmit to others.

2.2.1.2. Inductive and Deductive Grammar

There are different approaches to teach grammar. In the deductive approach, the students are first provided with an explanation of the grammar rules. According to Shrum & Glisan, (2010), in the deductive approach teachers give the students the designated forms of the language, and later they will be able to perform selected meaning-making activities. Many students of English as a foreign language have experienced this way of teaching grammar. They are first introduced to long explanations followed by drills that are presented on their printed books and that are not related to the communicative intentions they have. They are then required to repeat several times until they are able to say those sentences correctly. However, this practice is most of the time meaningless because even though the students have repeated sentences for a long time, they are not able to express their ideas or engage in a conversation using the structures they have just studied yet.

As a result of the intense repetition that students do, they lose motivation and become bored since they are most of the time playing a passive role, as the teacher does all the explanation and they just listen and repeat. They do not have the opportunity to create their own sentences in order to have a meaningful learning.

When students practice given sentences that do not relate to a specific theme, they are just concentrating on the specific structure before even experiencing the meaning and function that the structure has when communicating a message to other people. It is for this reason, that they do not learn how to use grammar correctly when speaking to others. When the teacher does all the talking the students do not have the opportunity to explore and construct understanding; this leads to frustration as they feel they are not learning and they do not see the point of studying grammar in spite of the effort the teacher makes when introducing a new structure.

While the deductive approach puts a lot of emphasis on the explanation of grammar structures, the inductive approach, on the other hand, rejects the need of long explanations of grammatical patterns.

The inductive approach states that the students can learn the language in a more natural way. The learners just need to be provided with enough items that clearly exemplify the structures studied; and from there, students can learn by practicing with ideas that make sense to them.

As stated by Shrum & Glisan, (2010), “the approach maintains that grammatical development follows its own natural internal syllabus; thus, any explicit teaching of form is pointless and not worth the instructional time and effort of the teacher and students.” In many cases learners only practice the language during a few hours they are in the English class, so it is very important not to waste time going over long explanations of grammar

patterns; and instead, use time wisely by exposing the students to a sufficient amount of language that they can understand and that interests them. With enough practice, they will be able to induce how the particular structures studied function when communicating ideas to other people.

According to Abio (2014), in the inductive approach, sufficient examples are provided and, from them, the students deduce the rule. The inductive presentation goes from the individual (the examples) to the general (the rules).

In inductive teaching, students will have a greater participation in the understanding of the language as they are deducing the different rules of grammar and use of the language studied. This approach will also help the students to correct misconceptions they may have; and at the same time, the teachers are able to see what their students think about how grammar works, through the explanations students provide.

2.2.1.3. Techniques in Teaching Grammar

2.2.1.3.1. Teaching Grammar in Situational Contexts

A situational context permits the presentation of grammar rules in a way that helps clarifying meaning. According to Rhalmi (2013), meaning involves situational factors where the context use is essential. This contextual use is what makes language unique to humans. While students get involved in the presentation of a story, they also pay attention to the grammatical structure. This is more effective than a flat grammar explanation because rather than getting bored, students will get interested since it is a more memorable approach.

2.2.1.3.2. Teaching Grammar Through Texts

When using texts, it is important to choose texts that are relevant, interesting and significant to learners, so that they successfully engage in the activities as they discuss the ideas presented. Texts that are authentic, purposeful, and functional, enable students to use

the target language in ways that are familiar to them. If students are familiar with the text they are studying, they will not have so much trouble understanding the grammar from the beginning of the course. This will contribute to make the students feel satisfied about the English syllabus because what they are studying makes sense to them. Instead of simulating a given dialogue, students speak about information they have read in stories, novels, poems, and so forth. Teachers can use texts that are related to the objectives of the syllabus and at the same time encourage students to get involved, participate, and share what they have learned. As the students read the text, the teacher draws attention to the form, structure, and wording.

Texts can also be used for other language skills. The teacher first reads the text aloud and then the students have the opportunity to read it too. As the text is being read the grammar structures are analyzed by the teacher and the students, that they can later compose a text to communicate a specific message such as an invitation, a recipe, a response to a letter, among others.

It is very important to choose a text according to the English level of the students. If the text is too difficult, they may get frustrated because they do not understand it. On the contrary; if it is too easy, they may get bored since they are not given a challenging task.

2.2.1.3.3. The Discovery Technique

In this technique, the students are not presented with the grammatical structure, but they are given content in which the structure is used. According to Tennant (2017), the goal of the discovery technique is to lead students towards a generalized grammar rule or pattern. The students then have to discover the rule for themselves. Instead of giving the students information on the grammar rule, the role of the teacher is to provide guidance to the students in figuring out the pattern.

This technique focuses on a particular grammar point, and the main purpose is to learn that point. According to Berner (2017), by using this technique, the teacher makes sure the students pay more attention and stay more engaged since they are not just receiving the grammar rule from the teacher, but they are discovering it by themselves. Another benefit of this technique is that in most of the cases students remember the rules better because they have an active role in discovering them. One more positive outcome is that when students get used to this technique, it becomes easier for them to figure out grammatical structures they encounter in the future.

2.2.1.3.4. Teaching Grammar Through Songs

Songs are a very useful tool for teaching grammar because throughout the repetition of them, students get to master the structure studied. Music transmits emotions and feelings and when students listen to it, they learn many structures without even noticing it. The teacher has to choose the songs that contain the specific grammar to be taught carefully. Depending on the English level of the students, teachers can bring a fill in the blanks activity which will be a good way of avoiding boredom. Songs are very useful to develop the other skills and subskills, that is, listening, speaking, reading, and writing, as well as grammar and pronunciation. They also help creating a comfortable atmosphere so that students are not tense or stressed, but instead, they are relaxed. This will also help students to go over all the information to be covered with more motivation.

2.2.1.3.5. Story Telling

This technique is valuable, not only for children, but also for adults. People tell stories as they share with others, when they talk to colleagues, tell jokes to friends, go back home from work or school, when they talk about experiences they have had, and so forth. As stated by Musserotte (2016), “Story telling is an efficient technique to bring grammar to our

students in an authentic way.” Students get more engaged as they are learning grammar by telling their own stories to the teacher and their classmates or as they get to know other classmates’ stories.

2.2.1.3.6. Teaching Grammar Through Poems

According to Ludescher (2004), “A poem’s capacity to comfort the reader or the listener also increases its effectiveness as a teaching resource. Once a poem or song has been learned, they stay in the minds of the students for the rest of their lives, with all the rhythms, grammatical features and vocabulary.” Teachers can take advantage of poems as a resource for teaching grammar because even though students are repeating something, it rhymes and that makes it different from repeating isolated sentences. According to Vicky Holmes and Margaret Moulton (2001), poetry is an effective way of learning and reinforcing the sounds and structures of the language. Since poems have a rhythmic structure, it often results pleasant to the students’ ear. It also challenges the students to be more creative as they try to complete the poems which at the same time helps them develop more vocabulary.

2.2.2. Oral Approach and Situational Language Teaching

2.2.2.1. Background

There are diverse approaches for teaching a foreign language. The Oral Approach and Situational Language Teaching has been used throughout many years. As stated by Lois (2012), during the first decades of the 20th century, a group of British linguists focused on establishing the theoretical basis of foreign language teaching, in part because of the need to give the direct method (which was the method used at the time for teaching foreign languages) the methodological solidity that it lacked. The most important linguists in the creation of the Oral Approach and Situational Language Teaching were Palmer and Hornby. As stated by Abio (2011), this approach gives priority to the situation in which the speech act

develops by visualizing situations, very especially those more characteristic of daily life such as trade, occupations, family life, among others. This is a very useful approach and it continues generating materials to teach second languages.

2.2.2.2. Definition

The Oral Approach and Situational Language Teaching is very useful to teach grammar. Lois (2012), describes that in the situational approach, structures and lexicon are linked to the context of each situation and learning is considered to improve when focusing on producing orally. The main focus of this approach is the development of oral skills, that is, listening and understanding and speaking. The oral skills are considered extremely important to develop correct pronunciation and the ability to respond quickly and correctly when talking to others.

Vocabulary and grammar control are considered the basis of language teaching for this approach. According to Rhalmi (2009), the creators of this method focused on developing classroom procedures for teaching basic grammatical structures through an oral approach in which the knowledge of structures must be linked to the situations in which they are used. The approach also adopted an inductive method of teaching, since it was considered that the formation of linguistic habits was crucial for the assimilation of the language.

As stated by Lois (2012), there were two aspects that the specialists took into account when creating this method. The vocabulary was one of the most fundamental aspects, and for this reason, they developed principles to control the vocabulary. Lists of frequent words are prepared and they become a guide to learn the vocabulary that is necessary to learn diverse grammatical structures. The other aspect is the grammar control which is achieved by the continuous practice of grammatical structures and sentence patterns that help the students internalize the grammatical rules.

This approach has several important aspects that characterize it. One of this important aspects as mentioned by Lois is that speech is considered to be the basis of language. Teaching a foreign language should begin with oral language. This means that the materials are displayed orally before presenting them in a written form. Another important feature of the approach is that the language of expression in the class is fundamentally English. This is very important because in that way the students get to practice the structures through oral production which leads to a more meaningful learning. One more characteristic is that the new linguistic aspects are practiced and acquired through situations. It is essential to present meaningful situations so that the students can internalize the grammar studied by giving ideas that relate to contexts in which they communicate daily; in this way, the students can fully seize the English course they are attending. A fourth characteristic of the approach states that to ensure the learning of the vocabulary considered essential, the method uses word selection procedures. This means that the teacher has to prepare the list of vocabulary related to the situations that are going to be studied in the classroom beforehand, so that the students are prepared to express their ideas confidently by using words they already know because they have previously studied them. The fifth aspect of the Oral Approach and Situational Language Teaching is that grammar is presented gradually following the principle that the simpler grammatical elements must be introduced before the more complex ones. By following this principal, teachers make sure that the students do not get confused as they go through the grammatical structures that have to be covered during the English syllabus. One last characteristic is that reading and writing are introduced once the lexical and grammatical basis have been established. It is essential that students first develop their oral skills, so that they can apply what they have learned at the moment of communicating through reading or writing.

2.2.2.3. The Theory of Language

To learn grammatical structures in a meaningful way, students need to associate the patterns to a situation. According to Morales, Arrimadas, Ramírez, López and Ocaña (2000), the theory of language for the Situational Approach states that the language is a system whose structures are always linked to a situation. Martín (2009) explains that the theory of language from which this method departs is the British structuralism. Grammar is important and students are required to express the patterns correctly. The grammatical contents are taught gradually; and in order to fix grammatical rules and structures, substitution exercises and drills are used.

The researcher has observed that students have a lot of trouble applying grammar on a daily basis. When the students learn structures in isolation, they are not able to connect them to a real life situation, and this means that this theory is not being fulfilled in the classroom.

2.2.2.4. The Theory of Learning

In order to learn a language, students need to get into the habit of practicing the grammatical structures constantly until they can use them confidently. As stated by Morales et al (2000), the theory of learning underlying the Oral Approach and Situational Language Teaching affirms that the habit formation is developed through repetition and association of structures to concrete situations. There are three processes noted in this approach. As Rhalmi explains in the first place, the students receive the knowledge or material, then there is a repetition to fix that knowledge or material in memory, and lastly the use of the knowledge or material in actual practice until it becomes a skill, so that students are able to tell their ideas without hesitation and expressing the sentence patterns correctly.

The Oral Approach and Situational Language Teaching adopts the inductive approach to teach grammatical structures. This means that teachers do not go through extensive

explanations of patterns; instead of that, students induce the meaning from the way in which the structure is presented in a given context or situation. This way the learners are able to apply the language learned in the classroom to situations they may be exposed to in their daily lives.

2.2.2.5. Types of Learning and Teaching Activities

Teaching with this method uses a situational approach to present the grammar structures using drills to practice them. According to Pittman as cited by Richards and Rodgers (1999), to teach the new material the situation will be controlled by means of giving the context and the vocabulary, so that the students have a clear understanding. The situation is set by using objects, pictures and all the possible realia as well as actions and gestures to demonstrate the language patterns and meanings. As explained by Davis, Roberts and Rossner, cited by Richards et al (1999), the new patterns and structures are demonstrated through examples; explanations and descriptions are completely discouraged. Meaning is made clear by visual aids (actions, mime, pictures, and objects).

The teaching starts with guided repetition and substitution activities through drills and oral based activities, as well as group work and pair practice. The researcher considers this approach is very useful when teaching grammar because it starts by guiding the students through the grammatical patterns with the visual aids carefully prepared by the teacher. Afterwards, it gives them time to work as a group to build more confidence by practicing all together using contexts and situations that are meaningful for them; it also permits the learners to have time for pair practice to strengthen the material they have just learned.

2.2.2.6. Role of the Learners, the Teacher and Materials

In order to successfully teach the grammar structures, there are important roles that should be followed. According to Richards et al (1999), in the Oral Approach and Situational

Language Teaching, the learners have to listen and repeat what the teacher asks them to do so, as well as respond to questions and commands. At the beginning of the learning process, the students have no control over the grammatical structures they are learning. As the class goes on, more active participation is encouraged; students can ask each other questions and give their own responses.

Regarding the teachers` role, they have three main tasks; first, they set up situations and present them to the students so that they can get familiar with the patterns studied. Then, the teachers give opportunities for the students to create sentences using cues, commands, and material provided by the teacher. Finally, the students can express their ideas in less controlled situations, of course, the teacher still has to make sure that they are using the grammar structures correctly and correct immediately any mistakes made.

With respect to the materials, this approach relies on the textbook, as well as on visual aids. The book has to be very well organized with the different grammatical structures. Teachers can use a wide variety of visual aids including flash cards, pictures, wall charts, stick figures, and many others. The material has to be carefully chosen, so that it matches the grammar patterns included in the book which is going to be the teacher`s guide.

2.2.2.7. Principles for a Successful Teaching

There are several aspects that the teacher has to follow for an effective teaching. One of the principles according to Ellis (2005), explains that it is necessary to orient the teaching of the language to the development of implicit knowledge. Implicit knowledge is retained unconsciously, it is accessed quickly and easily, and it helps developing a fast and smooth communication. The learners need to have the opportunity to participate in the activity of communication to develop an implicit knowledge. The researcher considers this is a relevant principle to the Oral Approach and Situational Language Teaching because it seeks to give

the students the necessary elements to internalize grammatical structures without going over long explanations of patterns that may get the students confused.

Another principle states that the success of language learning requires a variety of input in the classroom contexts. An important part in a successful acquisition of languages is the quantity and quality of the input received by the students; and the greater the exposure to the language, the faster and more complete the learning will be. The investigator thinks this principle is important because what the Oral Approach and Situational Language Teaching intends is to expose the students to a great deal of contexts and situations to give them a clear understanding of the grammatical patterns studied, so that they have all the necessary input to get the confidence they need to express their ideas and being able to communicate with others.

One more principle suggests that the success of learning languages in classroom contexts requires also the opportunity for students to produce their ideas. There are several advantages of giving students a time for freer production. First, the learners pay more attention to the grammar as they use it when producing new sentences. Also, at the moment the students tell their ideas the teacher can also have important feedback from possible mistakes and correct them immediately. One more advantage is that the learners improve their skills through the feedback they receive from the teacher. It also permits the students to put into practice the knowledge of different structures they have acquired. Finally, students' output is important because it permits the students to guide the conversation to topics that they are more interested in and they feel more confident talking about.

One last principle that the researcher considers pertinent to the Oral Approach and Situational Language Teaching states that to evaluate the learners' proficiency in the language, it is important to pay attention to the freer production as well as to the controlled

production. The investigator thinks this principle is relevant since in this approach the accuracy in pronunciation and grammar is crucial and errors are to be corrected immediately. This has to be done during the time they are acquiring the information, when they are going through the repetition drills to internalize the grammatical patterns, and when they are practicing the structures learned by giving their own ideas. By paying attention to and evaluating the learners` proficiency, the teacher makes sure that the students get into a habit of correct speech as they communicate using the foreign language.

Chapter III

Methodological Framework

In this chapter, the researcher is going to explain the strategies used to carry out the study following a series of steps to reach the goal of establishing the activities that will be applied to achieve the objectives. According to Barrientos (2012), the methodological framework is the main step of the investigation since it helps the researcher to obtain all the information that is considered necessary to carry out the research. The methodological framework is the section of the work that will guide the research, it explains how the study is going to be done, and the steps and method to follow. This chapter is divided into five sections. The first part is the research method, which according to Ramos (2008), is the instrument that links the subject to the object of research, without the methodology it is almost impossible to reach the logic that leads to knowledge. The second part is the selection and description of the population and participants; this section is going to state the characteristics of the participants that will be part of the study. The third part is the implementation of strategies that are going to be used in order to link the objectives to specific activities. The fourth section is the data collection instruments. According to Ramos (2008), observation is the universal instrument of the researcher because it allows the investigator to know the reality through the direct perception of what is happening. For this investigation, the researcher is going to use observation as well as other instruments, such as the interview and questionnaires. The last part of the chapter is the validation of the instruments in which the researcher explains how they are pretested in order to make sure that people are not going to get confused when reading them and answering the questions.

3.1 Research Method and Scope

There are three types of methods to perform a research, the quantitative, qualitative, and mixed. According to Amaya (2016), the quantitative method or quantitative research uses numbers to examine data or information. It is one of the methods used by science in which mathematics, computer science, and statistics are the main tools to analyze data. The process of taking measures is central to quantitative research because it provides the fundamental connection between empirical observation and the numerical expressions, such as statistics and percentages. While the quantitative method relies on numbers to explain the information, the qualitative method, on the other hand, focuses on theories. According to Martin (2015), the qualitative method is a scientific method used in different disciplines, especially in the social sciences and it seeks to acquire in-depth information in order to understand human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how, and it is for this reason, the method uses small samples, more focused on a particular topic. The qualitative method produces information only in the particular cases it studies, so it is difficult to generalize that information; it can only be done by hypotheses. It is only through the quantitative method that these hypotheses can be later verified. The qualitative method is based on theoretical principles such as phenomenology and social interaction using techniques such as interviews, observations, questionnaires, and case studies to collect information. These methods of collecting information differ from those used in the quantitative method as they cannot be expressed in numbers. The idea is to explore social relationships and describe reality as experienced by the people involved in the study. Qualitative research differs from quantitative research, since the former seeks to explain the reasons for different aspects of human behavior, while the

quantitative research seeks to prove by numerical data that in the hypotheses may become true.

The mixed research method is one that combines both the quantitative and the qualitative research methods. According to Churchill, Garrett, Huddleston, O'Neal and Plano (2012), it is used when the combination provides a better understanding of research problems than one or another separately. According to Creswell and Clark as cited by Churchill et al (2012), the mixed method is consistent with a set of designs and procedures in which both quantitative and qualitative data are collected, analyzed, and mixed in a single study or in a series of studies.

For this investigation, the researcher is going to use the qualitative method since she is going to use instruments, such as questionnaires, observations, and interview to obtain information from the people involved in the study to later analyze their opinions, experiences, and considerations. Through these instruments the investigator will be able to observe social interactions and behavior of the students. She is going to get important information on the opinion of the participants about the way they perceive grammar is taught. Finally, very useful feedback will also be obtained on ideas to develop and implement activities to fulfill the objectives traced by the investigator.

3.2 Selection and Description of Population and Participants

This section is going to provide detailed information about the subjects that are going to take part of the investigation. According to Hernández, Fernández and Baptista (2006), to select the population and participants, there are two main steps: to determine the population to study and select and extract the sample. The study subjects are the units of analysis and are identified according to the problem and the objectives of the research, while the population, on the other hand, is a broader group that has or can have the characteristics,

place, and time of the units of analysis. The sample is a subset of the population, and it is determined according to certain criteria or parameters. The decision on sample selection depends on the objectives, design, and cost of the research. As explained by Hernández et al, non-probabilistic samples, which are also called directed samples, are those in which the selection of the subjects is done according to the subjective criterion of the investigator, their results cannot be generalized to the whole population and they are used in qualitative investigations.

For this study, the subjects of the investigation will be the students of a private institute. In the following paragraphs, detailed information about the institute where the research is performed is given, as well as information on the population and the participants.

3.2.1 Description of the Institution

The present investigation takes place in a private language institute in Barrio Escalante San José. This is an institution that has been in the country for more than 35 years. This private language school has several locations; specifically, Barrio Escalante, Escazú, Alajuela, and Heredia. They offer English and Spanish courses to the students. These courses are available in many schedules, so that the learners can have flexibility when choosing the time that works better for them. Classes are taught in the morning, afternoon and in the evenings and they offer group lessons, private lessons, business programs taught in companies, and conversation clubs. The courses are available, not only to adults, but also to children and teenagers who attend the English classes on Saturdays. The majority of the students who study at the private institute are adults who also work and want to learn or improve the language. They can choose between intensive or semi-intensive courses. In the case of intensive classes, students are required to go fifteen hours a week from Monday to Friday in order to complete the program in eighteen months. For the semi-intensive

schedules, the students can choose three options. The first is going to classes ten hours a week to finish the course in twenty-four months. The second option is nine hours per week with a duration of twenty-seven months. The last option offers six hours a week to complete the modules in thirty-five months.

The English program in this school consists of forty modules divided into four levels, Beginner, Intermediate I, Intermediate II, and Advanced. The students use several interactive books throughout the course that help them in the process of developing their skills as they cover each module of the program.

The students perform several activities that involve all the basic skills, listening, speaking, reading and writing; and as they carry on, their language proficiency improves and they reach a higher level of English competence.

3.2.2 Description of the Population

The private institute where this investigation is going to take place has about one thousand students in their four locations. The students who attend classes in this institute are middle-class people who are interested in learning English with an effective method that gives them the opportunity to start speaking from the very beginning of the course. Most of the students work and study at the same time. There are people of many ages, most of the students are young adults, but there are also students of fifty years or more, and there are also teenagers and children who study on the teens and kids program which is offered on Saturdays.

3.2.3 Description of the Participants

After two years of experience teaching English to beginner, intermediate and advanced students in this private institute, the researcher has decided to carry out this investigation with two groups of intermediate level since the investigator has observed that

there are many grammatical structures taught at this level that are not emphasized in a way that allows the students to internalize the patterns in a more successful manner. The students at this level need to have the chance of producing more ideas through communication using contexts and situations that relate to the grammar structures they are studying, so that they can associate the grammatical pattern with a real-life situation, in that way learning will be more meaningful. In many cases, students of the intermediate level get frustrated because of the great amount of drills that they have to go through and a lot of them drop out because they feel they need more oral production.

These students attend semi-intensive courses in which they go to classes three days a week. One group attends classes on Mondays, Tuesdays, and Thursdays, and the other group attends lessons on Wednesdays, Fridays, and Saturdays; six of them are female and ten of them male. The age ranges from twenty to forty years old and none of them have special needs. Most of these students go to class after working all day long, and so by the time they are in the English class they are very tired. For this reason, the researcher considers it is very important to perform activities that get their attention and that permit them understand how grammatical structures are used in specific situations. These students have expressed their interest in learning English because they want to improve their English skills in order to get better jobs, promotions, traveling, among other reasons.

3.3 Implemented Strategies

This section states the strategy used by the researcher in order to carry out the investigation. Many strategies may be used in different researches, thus future researchers may find it more suitable to work with another strategy. In this case, the investigator is going to use the grounded theory. As mentioned by Sauro (2015), there are various strategies that

can be used in a qualitative research such as ethnography, narrative, phenomenology, grounded theory, and case study.

The grounded theory, which is the one that the researcher will use, is called this way because it emerges from the data collected. As stated by Cerdas, Flores, Márquez, Muñoz, Sepúlveda and Valdés (2011), this research method is very popular in the education field. Cerdas et al explain that this research method requires a close relationship with the object of study since beyond the collected data the actions generated by this research are analyzed. It seeks to understand why social events happen, and this is done from the perspective of the people involved in that situation. Within the research, the experience is the basis for performing the analysis, but in conjunction with this, the process is based on the deconstruction of the data, the constant comparison, and the reconstruction of the information.

In this investigation, the researcher is going to apply several activities related to the Oral Approach and Situational Language Teaching to achieve the second objective of the present study which aims to enhance the correct use of specific grammatical structures through the application of various activities. The researcher is going to use small group techniques so that every student in the class has the opportunity to actively participate. In this way, everyone will be interested and engaged during the activities. Besides, encouraging broad participation, another important aspect of group activities is that they foster a sense of equality among members so that they are not inhibited and instead they share their ideas with their classmates and teacher. Having all the students participating is key, since it is through the constant interaction that the goals of each activity performed will be achieved, in other words as students continuously participate during the activities, they are going to internalize

the grammar structures and; therefore, they will be able to use them in context as they communicate with their classmates as well as with other people outside the classroom.

As group techniques, the researcher is going to use activities involving the Oral Approach and Situational Language Teaching in order to explain several grammatical structures. The structures that the investigator aims to explain are the use of “should have”, embedded questions, and sentences with the second part of the predicate negative (for example: Mary told John not to bring the cellphone). The activities developed are consistent with the methodology used in the private institute since there will not be extensive explanations of grammar and active participation and conversation are encouraged all the time. The researcher is going to apply the following activities to carry out the investigation:

Vocabulary bingo: In this activity, the objective is to provide the students with the vocabulary they need to perform the activity “Camping trip gone wrong.” Each student will be given a bingo card with pictures of camping equipment together with chips that they will have to place on the specific pictures of the items called by the teacher. The first person that gets a full card wins the game.

The camping trip gone wrong: The objective of this activity is to give the students a situation that will elicit the use of “should have” in sentences. During the first part of the activity, the students will learn the vocabulary needed to be able to express the ideas. The students will be given a situation about a person that goes camping, then they will be asked about implements needed to go camping. Pictures will be shown to generate ideas on vocabulary (for example: a map, a compass, water, matches, a first aid kit, a spare tire, and so forth.) On the board, they will have the phrase “To do this kind of journey, he should:”, the students can start saying “take matches”; they continue until all the vocabulary is introduced.

During the second part of the activity, the students are explained that the person did not make any preparations. For example: he did not take a map, water, matches, and any of the implements suggested by the students during the vocabulary introduction. Then students will be told the situation that this person had during his camping trip: got lost, got very thirsty, got a flat tire, so he went to search for help but he got lost, and so forth.

In the third part, the teacher will ask the students what they think about the person to encourage them to start giving advice on what he should have done to get ready for the trip. If students come up with ideas such as “he must take a map” the teacher models the sentence “he should have taken a map”. To obtain more ideas the teacher can ask “Was it a good idea to travel without a spare tire?” so that the students can say “he should have brought a map”. The process is repeated eliciting the rest of ideas, modelling, repeating, and evacuating doubts.

Organize the sentence: In this activity, the objective is that students express sentences in which only part of the predicate is negative. They will first be introduced to the grammatical structures by organizing words given in order to form sentences. For example, they have the words “advised to the Mary mother listen”. Once the sentence is organized, the teacher will place the word “not” in the corresponding spot of the sentence; for example. “The mother advised Mary NOT to listen”; then all the students read it aloud. After that, they will guide the teacher where to put the word “not” in the rest of the sentences and they will read them aloud as well.

Complete the phrase: The objective of this activity is to reinforce the use of sentences with part of the predicate negative. The students will be provided with pictures of people being instructed and then they have to complete sentences using the information from the pictures. For example:

Son: Mom, can I go to the store to buy some cookies?

Mother: Ok, but don't talk to any strangers.

The mother advised her son _____

In this case, the answer the students gives is "not to talk to strangers" which is the information that the small conversation provides.

Embedded questions board game: For this activity, the objective is that students practice the use of embedded questions. They will have to roll a dice and move their token the number of spaces shown. Depending on the space it lands, students have to use the question given to make it an embedded question. The game continues until a player reaches the finish line. Students will also have common phrases to start an embedded question to make it easier for them to choose different options. They will have choices such as: I wonder, could you tell me, do you know, can you remember, let's ask, we need to find out, I'd like to know, could you tell me, I'm not sure, would you mind explaining.

All these activities are going to be performed using the inductive approach in which instead of giving explanations of grammar, the structures are going to be induced from the way they are used in specific situations. Participation of all the students is going to be observed throughout the different activities, to make sure that everybody understands the grammar studied.

3.4 Data Collection Instruments

During any investigation, it is important to select the appropriate instruments in order to collect all the data that will be analyzed later on. According to Galan (2009), it is necessary to determine the method of data collection and the type of instrument to be used in the investigation. Galan states that the research method is the mean or path through which the relationship between the investigator and the subject of research is established in order to

collect data and to achieve the objectives proposed in the research. The instrument is the mechanism used by the researcher to collect and record the information obtained. Such information is gathered through direct contact with the subjects of investigation by using different types of instruments such as observation, interview, questionnaires, group techniques; which are all very useful when performing a qualitative investigation. For this investigation, the researcher is going to use an interview, observation, questionnaires, and pre- and post-tests.

3.4.1 Observation

This method is going to be used to collect information necessary to achieve the first objective of the present investigation, which is to identify the difficulties that students have when expressing their ideas using specific grammatical structures. It is necessary to distinguish between what is "observation" and "participant observation". According to Campoy and Gomes (2009), observation is a technique for collecting non-verbal behavior data, while participant observation refers to more than a mere observation, that is to say, it implies the direct intervention of the observer, so that the researcher can intervene in the life of the group.

Campoy et al explain that participant observation is that in which the observer participates actively within the group being studied; is identified with it in such a way that the group considers him or her one of its members. The observer has an external participation, in terms of activities, as well as an internal participation, in terms of feelings and concerns. According to Goetz and LeCompte as cited by Campoy, participant observation refers to a practice of living among the people that one studies, to get to know them, to know their language and their ways of life through a continuous interaction with them in daily life.

Participant observation requires the involvement of the researcher in a series of activities during the time devoted to observing the subjects of investigation in their daily lives and participate in their activities to facilitate a better understanding. It must have a specific purpose, it has to be planned carefully and systematically, it needs to be kept in writing, and it has to follow basic principles of reliability and validity. Gomes et al state that this type of observation is useful in exploratory, descriptive studies which are oriented to the generation of theoretical interpretations. It also helps the researcher to know how things are organized and prioritized, how people are interrelated, and their culture. It gives the researcher a better understanding of what is happening, and gives credibility to the interpretations that the researcher makes of the observation.

For this investigation, the researcher is going to use the participant observation to fulfill the three specific objectives of the investigation since it will be used to identify the difficulties that students have when expressing their ideas using specific grammatical structures. It will also be used when applying activities to enhance the correct use of specific grammar patterns. And finally, it will also serve at the moment of analyzing how the use of the specific activities improves the students` grammar proficiency so they can accurately communicate their ideas.

3.4.2 Interview

For this investigation, an interview is going to be applied to an experienced teacher at the private institute. The purpose of this interview is to adhere to the first and second objectives which are to identify the difficulties that students have when expressing their ideas using specific grammatical structures; and to apply activities to enhance the correct use of specific grammatical structures. According to Martínez (2008), the interview as a research strategy has many advantages for educational, social, cultural, and scientific work. This

procedure is very useful for collecting up-to-date information that is probably not available in written publications. Every interview is a conversation between two or more people, and it has investigative purposes such as obtaining and facilitating information. It is a strategy to collect the information that will contribute to conduct the research. There are several aspects that characterize an interview: it is a two-way communication path, the objectives are known by the interviewer and the interviewee, during the interview there is verbal and non-verbal communication, and there are relations of: repetition, contradiction, substitution, implementation, accentuation, and regulation to evaluate the subject, the questions, and the reactions. Martínez explains that there are modalities of interviews according to the objectives. During the structured interviews, there are pre-established questions, limited to responses according to a protocol. The open structured interviews, allow the interviewees to express themselves with their own vocabulary in a free form. The structured interview not sequential, alters the order of the questions, according to the dynamics established during the conversation. Finally, the unstructured or informal interview seeks to flexibly follow a scheme and ask questions that are not predetermined, but are adapted to the needs of the research.

In summary, the interview is a useful and necessary strategy in social, educational, cultural, and other types of research; it maintains a conversation with specific questions that answer the fundamental interrogations of the study. Structured or focused questions are needed to obtain the required subjective information.

The type of interview that is going to be used in this investigation is the open structured interview, since it will have open questions that will allow the interviewee to express the ideas and opinions in a free form but following an order established.

3.4.3 Questionnaires

A very useful instrument to collect data during qualitative investigations is the questionnaire. According to Galan (2009), the questionnaire is a set of questions designed to generate the data needed to achieve the proposed objectives of the research project that allows standardizing and integrating the data collection process. It is a set of questions regarding one or more variables to be measured and it can be applied to groups or individuals. Among its characteristics are its relatively low cost, its ability to provide information on more people in a rather short period, and the ease of obtaining, quantifying, analyzing, and interpreting data. Galan states that there are several aspects that need to be taken into account when elaborating a questionnaire; the questions have to be clear and easy to understand, ambiguous phrases and words should be avoided; it has to start with simple questions, formulate general questions first, and sort questions by topic so that the respondent focuses on a single topic. The types of questions to be used in the questionnaire can be of the open type, which are the ones that ask the respondent to answer in their own words or closed type that are the ones that allow the person to choose the answer from a list of options.

For this investigation, students will fill out a questionnaire before applying the activities. The answers given will help the researcher identify possible problems that students have when studying grammatical structures and their opinion regarding the way grammar is studied. Later on, they will be given a questionnaire after each activity they do. Students will have the opportunity to rate several aspects of the activities and give recommendations they consider important. This will give useful feedback to achieve the third specific objective which is to analyze how the use of activities of the Oral Approach and Situational Language Teaching improve the students' grammar proficiency, so they can accurately communicate their ideas.

3.4.4 Pre- and Post-tests

To analyze the impact of the activities applied, the students will be given a pre- and post-test. Each test will be divided in three parts, one for each structure that is going to be studied. Students will have to either complete sentences or give complete sentences according to the instructions. The tests will be very similar, so that after performing all the activities, the students will have a better understanding of how the structures are used in given contexts. These tests will allow the researcher to see how much the students know about the grammatical patterns chosen for this study, their improvement after going through the activities, their understanding of the grammar studied, and if it is necessary to emphasize more any specific structure.

3.5 Validation of Instruments

For a research to be accurate, the correct instruments must be used to carry out the investigation. As Galan (2009) states, a validation must be made before implementing the any instrument to determine ambiguous questions that do not contribute to the objectives sought. For this investigation, the instruments used were previously approved by the tutor and then they were applied to a group that is not part of the participants of the present study. This was made in order to make sure that all the questions are clearly understood so that any confusion is previously avoided. The instruments are written in Spanish to make sure that students fully understand the questions being asked and in that way avoid any misunderstanding.

Chapter IV

Data Analysis

In this chapter, the data collected will be analyzed by the researcher. According to Baptista, Fernández and Hernández (2006), in the qualitative investigation data collection and analysis take place practically at the same time. In addition, the analysis is not standard since every study requires its own scheme of review. In data collection, the essential process is that the investigators receive unstructured data, but they give them structure. The data are very varied, but in essence they are narratives of the participants. Data include visuals such as photographs, videos, paintings, among others; it also includes auditory (recorded), written texts (documents, letters, and others) and verbal and nonverbal expressions (such as oral responses and gestures in a focus group interview). In addition, there are narratives of the researcher which are the annotations in the researcher's log.

As stated by Baptista et al, there are many aspects that characterize the qualitative research. In the qualitative analysis, the researcher structures the data organizing it into topics, categories, and patterns to describe the experiences of the participants to better understand the context surrounding the data. The data is used to explain situations, facts and phenomena to reconstruct information and find meaning. The interpretation of data made by an investigator could be different from that made by another researcher since everyone has its own perspective.

In qualitative investigations, the interaction between the data collection and the analysis allows more flexibility in the interpretation of data and the elaboration of conclusions. Baptista et al explain that there is a close relationship in the conformation of the sample, the data collection, and the analysis. The main methods to collect data are the

observation, interview, focus groups, among others. The qualitative analysis implies organizing the data and transcribe into text the information collected. In this way the research questions are answered and knowledge is generated.

For the present investigation, five data collection instruments were selected to achieve the specific objectives, for this reason, the researcher divided this chapter into five sections. Every instrument will be analyzed in each of these five sections. The observation is the first instrument that the researcher will analyze. After that, the interview will be examined; the third instrument presented will be the questionnaire that will be followed by the group techniques, finally, the pre and post-test will be applied and analyzed.

4.1 Observation

Before starting the present investigation, the researcher observed the group of participants in order to identify possible difficulties that students might have when studying grammar structures. The investigator also wanted to monitor if different aspects of the Oral Approach and Situational Language Teaching were being applied in the activities carried out in the classroom. The instrument the researcher chose to carry out the observation was a check list in which important points were included, so that information and comments could be organized and put together.

During the observation, the investigator was able to see that students showed interest during the grammar explanations since there were not extensive explanations. The lesson was structured and organized and they worked in pairs discussing about different topics assigned. The teacher corrected grammar errors immediately (for example can chose, or to stole). Another important aspect observed was that the teacher communicated in the target language all the time, the meanings of the words in the vocabulary were clarified in English. The students used the target language as well to communicate in the classroom and they all

participated expressing ideas. At any point during the classroom there was translation into Spanish.

The researcher could also see that there were no drills used during the time she observed the class. The teacher did not use visual aids to explain grammar; students only had some photocopies (black and white) and the drawings were not clear. The teacher started a new module without realia, contexts, or real-life situations to go over the grammatical patterns. The teacher did not stick to any book, instead a new set of photocopies was used. Also, something else the investigator noticed was that the students were able to speak about real life experiences only for a couple of minutes and they quickly went back to the information they had in the copies.

4.2 Interview

For this investigation, the researcher interviewed a teacher who has worked at the private institute for more than ten years. For the purpose of this investigation, the researcher is going to call her “Ana”. The fact that she has worked at the private institute for many years is going to be an advantage since the researcher can get information on potential problems that students of intermediate level have when learning grammar as well as recommendations she might have regarding ways to effectively teach grammatical structures.

With this interview, the researcher will be able to identify the difficulties that students have when expressing their ideas using specific grammatical structures and to apply activities from the Oral Approach and Situational Language Teaching as a way to enhance the correct use of specific grammatical structures; which are the first and second objectives of this investigation. The interview consists of sixteen questions. The first seven questions will provide important information on the difficulties that students have when expressing their ideas using specific grammatical structures; the remaining nine questions will be useful to

generate ideas about activities related to the Oral Approach and Situational Language Teaching that can be developed and implemented with the intermediate level students that are part of the present investigation.

The interviewee was first asked about the most common problems that students have when using the grammar structures they have learned. Ana said that the problem is that they seem to understand the rules, but it is difficult for them to apply grammar in context. She says that in placement tests students express that they understand the pattern, but they cannot use it when they speak. To fix the problem, which was the next question of the interview, Ana suggests that students need plenty of conversational practice to be able to apply grammar in context. Many students take homework but after doing it, they continue making the same mistakes because they are not relating or associating the patterns to real life situations, and they cannot learn by going over isolated structures; they need to relate what they are learning to something that is meaningful for them.

When questioned about the use of drills to teach grammar, Ana expressed that they are really important, necessary and useful to rehearse a structure in different situations and to practice pronunciation. She considers that they are very useful when going over basic and intermediate levels and that they can continue being used during the entire course, but not very often; they can be used to reinforce what was learned in previous modules. In a different question, she was asked about her thoughts on keeping only an English environment. Ana says that English should be used from the very beginning of the course and maybe the teacher can be a little bit flexible at the beginning level when meaning cannot be conveyed.

In regard to the use of realia, Ana states that it is much more effective than giving explanations or translations that can become a potential waste of time if the teacher is not

able to transmit the real meaning; she says that the use of realia (pictures) saves time and it leads to a meaningful learning.

Another question was related to the vocabulary selection before teaching a grammatical structure. Ana says that it is crucial because the students need to know the meaning of words and become familiar with the vocabulary they will be using to learn a specific pattern. She expresses that in many cases the vocabulary list can include more words.

After going over the first seven questions, the researcher could notice that among the difficulties that students have when expressing their ideas using specific grammatical structures, they are not exposed to the amount of situational context they need to internalize the grammatical structures. Another potential problem is that realia is not used as often and it could be used. Finally, many times, the vocabulary lists provided to students do not include many important words they will use throughout the module.

In the next item, Ana was questioned about the importance of teaching grammar using an Oral Approach. She said that it is necessary to provide students with plenty of examples since students learn by imitating teachers. Ana states that we as teachers do not have to monopolize the class, but students need plenty of oral practice through examples before they can come up with their own ideas.

The interviewee expresses that the use of grammar in context is more effective because this helps students to relate the information to previous experiences. In this way, it will be easier for them to come up with ideas since they have a mental picture of the situation that will help them not to run out of ideas.

In another item of the interview, Ana was asked about the importance of teaching simple structures before teaching more complex ones. She expressed that when students are

learning a language, they are taking baby steps and they have to go little by little. Teachers cannot pretend that students will use advanced or sophisticated structures if they have not studied the basic patterns first; students cannot learn well if they skip parts of the learning process.

When asked about her considerations on introducing reading and writing skills once sufficient lexical and grammatical basis were established, Ana agreed that it was the way in which it should be done. She says that this is the natural learning process and that it is how people learn their native language. First, people learn to speak by imitating their parents and the people around them, and later on, when they go to school, they learn how to read and write. Ana considers it is crucial when teaching the language to reinforce accuracy from the very beginning because she says that if teachers do not create good habits; once students have acquired bad speaking habits they are difficult to correct, so teachers have to be demanding right from the start.

When it comes to repetition, pair practice and group work, the interviewee thinks they are really necessary and important because acquiring grammar appropriately is a habit created by repeating activities over and over. She says that the more students repeat, the better they get, and teachers need to have their students busy, speaking and practicing. Ana considers it is important to encourage students' participation by asking each other questions and giving responses because it fosters conversation and what teachers want is to have their students interacting all the time.

In the next question of the interview, Ana was asked about her thoughts on the role of the teacher in setting up situations for modeling new structures. She expressed that teachers play the main role because they are the models that the students want to imitate, so teachers have to set up meaningful situations since when it comes to teaching successfully.

Finally, the interviewee was asked about the use of a textbook as a guidance to the learning process. She says that teachers definitely need to have a textbook as a guide, but that the teacher has to be a master of the textbook and not the other way around. Teachers do not have to rely entirely on the book, they need to bring situational context as well, since the textbook is only a tool, and it is not going to do the teachers' job. They need to use the examples from the book in a creative way and not just tell the students to do the exercises; otherwise, the textbook will be the master and not the teacher.

After applying questions eight to sixteen of the interview, the researcher was able to have a better panorama on which activities of the Oral Approach and Situational Language Teaching could be developed and applied as a way to enhance the correct use of specific grammatical structures.

4.3 Questionnaire

Once the observation was carried out in the classroom, the researcher elaborated a questionnaire to know the participants' position about the practice of grammatical structures inside and outside the classroom. They were also asked about their opinion on the use of drills (repetition of sentences was the term used since they might not know what drills are). Another aspect they were asked was if they considered important the use of visual aids to learn grammatical structures. Finally, they had to give their opinion on the use of real life situational context to internalize grammar rules. With the application of this instrument, the researcher will be able to fulfill the first specific objective which is to identify the difficulties that students have when expressing their ideas using grammatical structures. The next five pages show the graphs that explain the results obtained after applying the questionnaire.

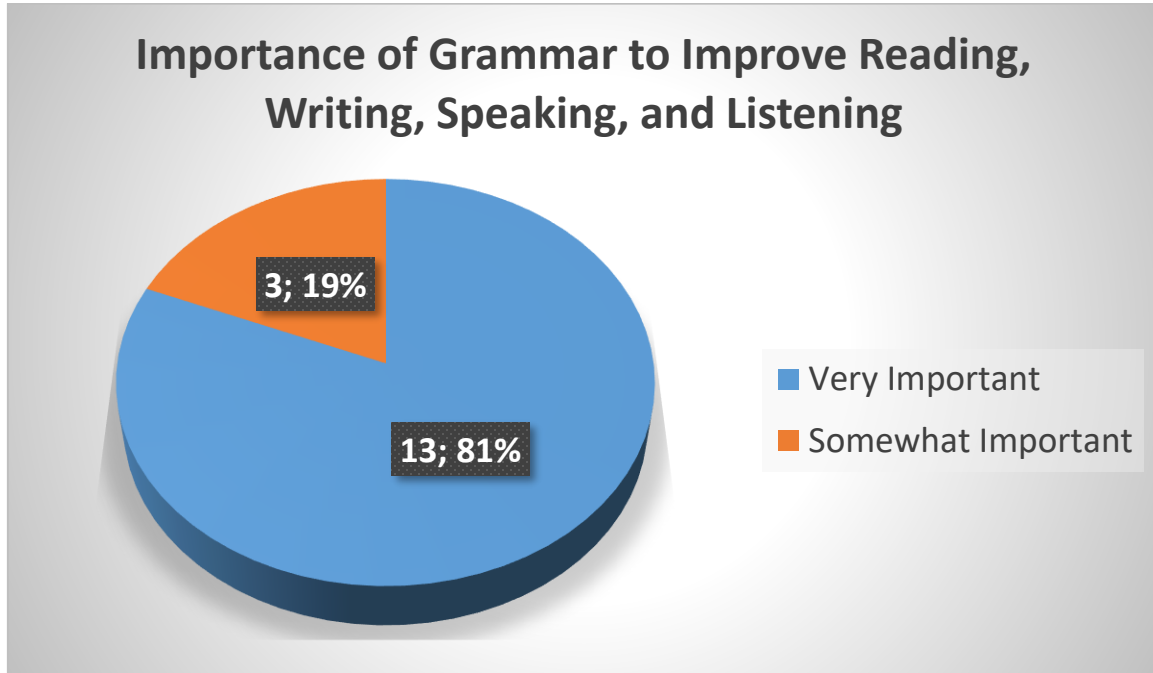
Figure 1

Figure 1 shows the opinion of the students on the importance of grammar to improve the four basic skills.

Source: Researcher's creation

Figure 1 shows the opinion of the students on the importance of grammar to improve the four basic skills, that is, listening, speaking, reading, and writing. 81% (13 students) expressed that grammar is very important in order to improve the four basic skills, while 19% (3 students) stated that grammar is somewhat important. Most of the students mentioned that it is necessary to emphasize the listening and speaking skills to be able to communicate clearly. However, there were also students who pointed out the importance of reading and writing properly. Students say that grammar is the basis of any language and if they want to learn the language, they need to handle the grammatical structures of it appropriately.

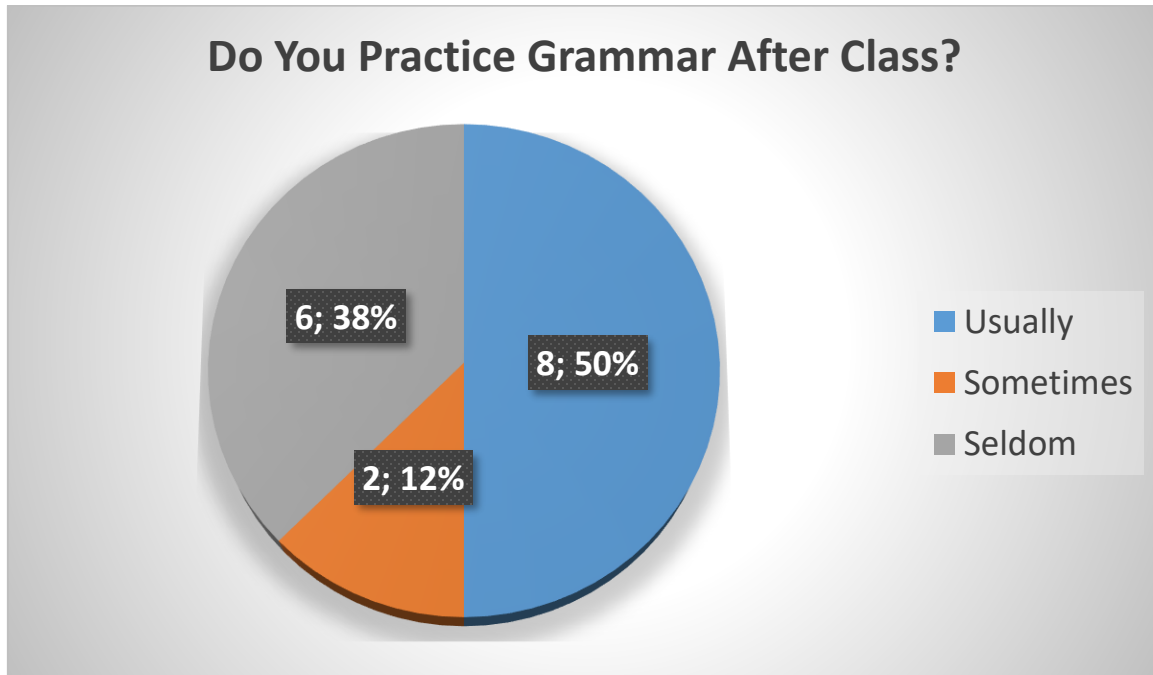
Figure 2

Figure 2 shows the frequency with which students practice grammar after class.

Source: Researcher's creation

As shown in the previous graph, students devote some time to study grammar out of the course hours. The options given were always, usually, sometimes, seldom, and never. None of the students chose neither always nor never as an option. Figure 2 illustrates that a 50% (8 students) expressed that they usually study grammar after they go over it during the course hours. 12% (2 students) mentioned that they sometimes practice at home after they have studied new grammatical structures. Finally, 38% (6 students) said that they seldom study grammar outside the classroom.

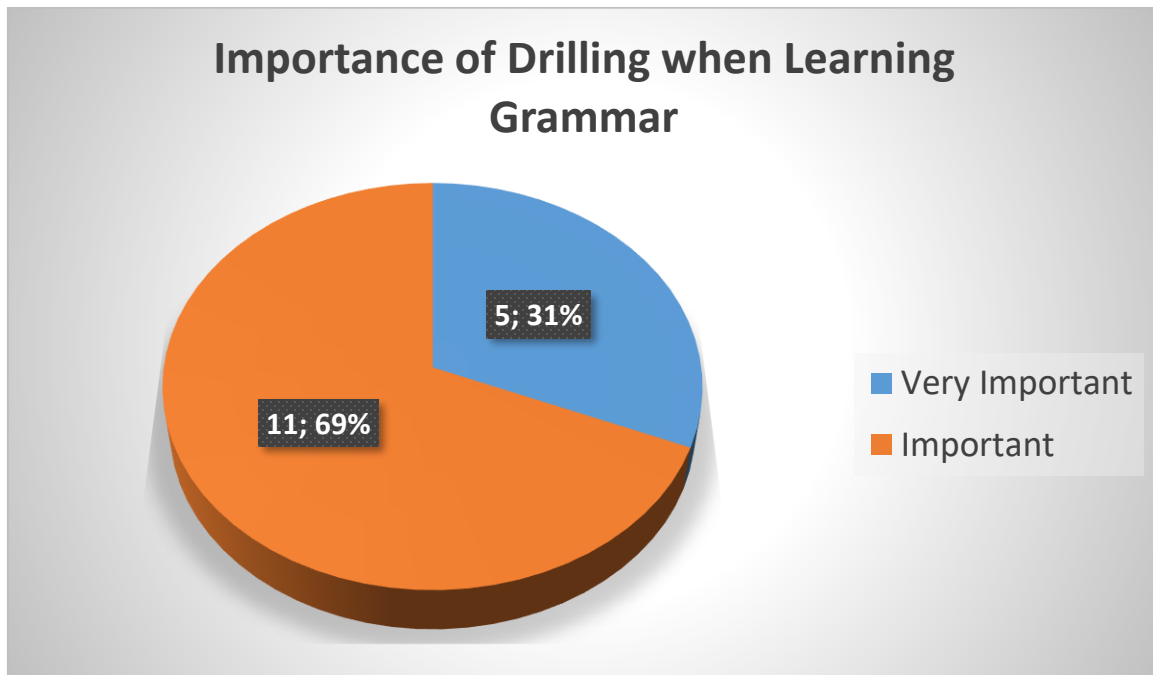
Figure 3

Figure 3 shows the students' opinion about the importance of drilling when teaching grammatical structures.

Source: Researcher's creation

In question number three, students were asked about the importance of using drills to learn grammatical rules. 5 students out of 16 which represent a 31% think that drilling is very important in order to learn grammar structures, while 11 students which represent a 69% consider that drills are important to successfully learn grammar.

Students were requested to give their opinions on drilling as a tool to learn grammar patterns; they stated that it is a good way of remembering structures, it helps them to get familiar with the rules, memorize patterns quickly, and know when to use them correctly; it also helps them improve pronunciation after the teacher models the patterns with the correct pronunciation. In general, they said that it was a helpful tool and they expressed it could be combined with freer production as well.

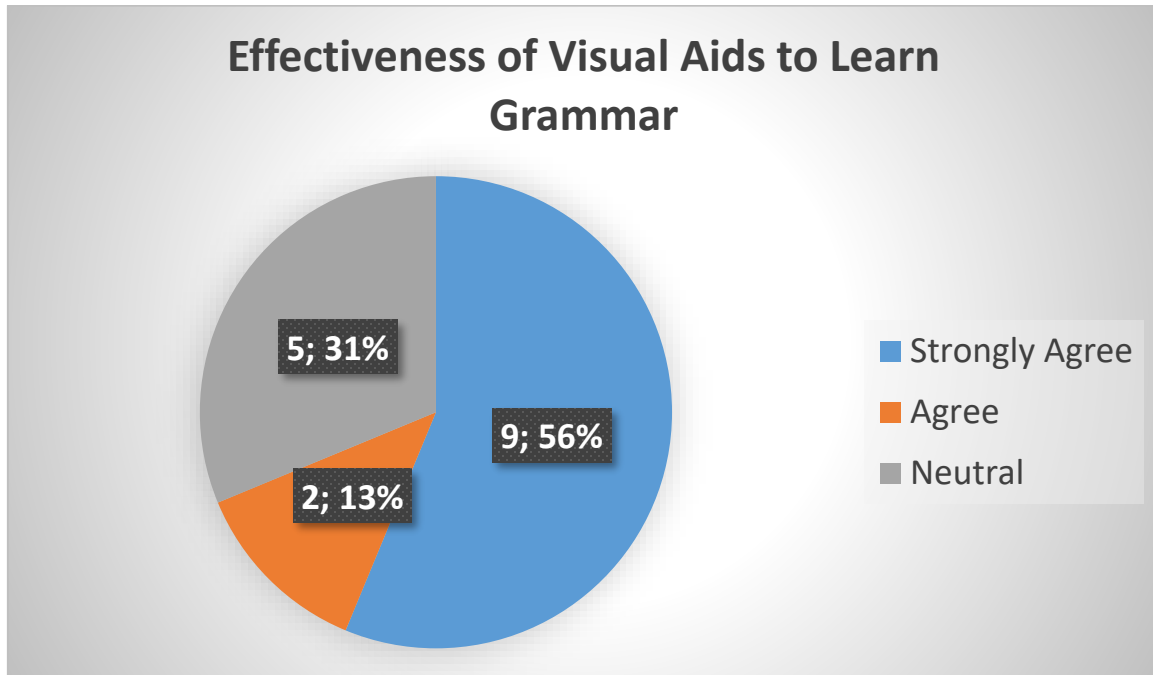
Figure 4

Figure 4 shows the opinion of students on the effectiveness of visual aids to learn grammar.

Source: Researcher's creation

Figure 4 depicts the students' opinions on the effectiveness of visual aids to learn grammatical patterns. For this question, 9 students which represent a 56% strongly agreed that visual aids are extremely useful to learn grammar. On the other hand, 2 students, that is 13%, agreed on the use of visual aids to better learn rules, while 5 out of 16 students that is 31% were neutral about using visual aids to learn grammatical structures. Students were required to express their opinion on the use of visual aids in the classroom, they expressed that visual aids help them assimilate the patterns in a better way, they allow them to remember the rules studied in class, the class is more dynamic, and illustrations get their attention and finally facilitate a meaningful learning.

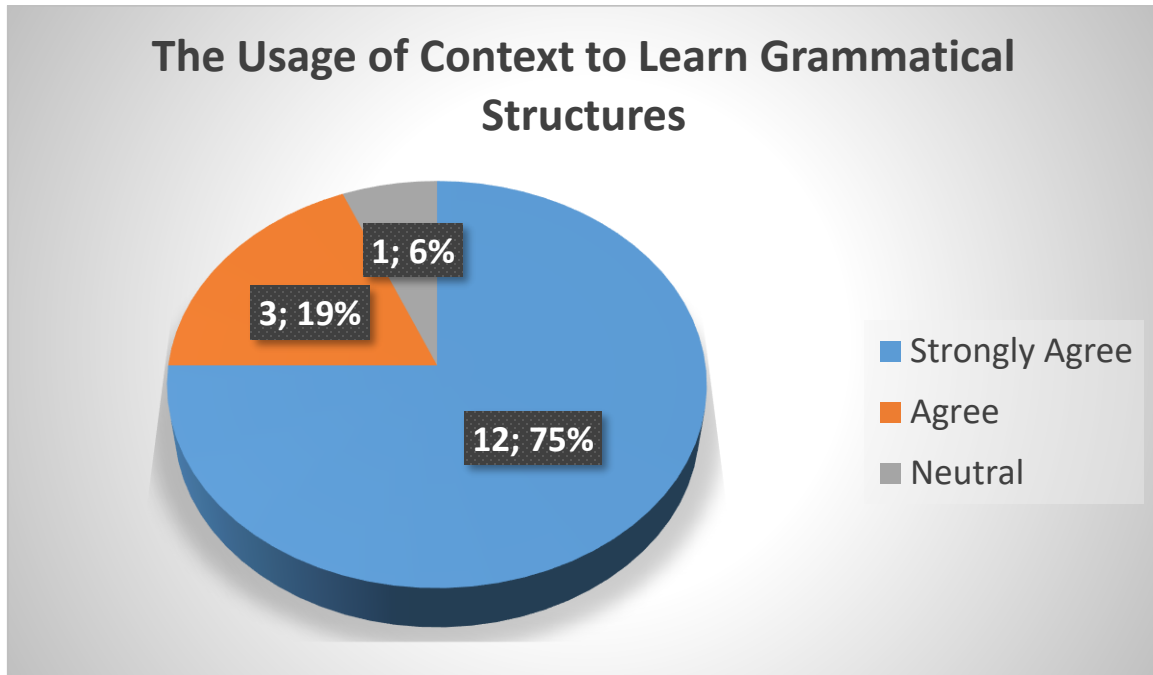
Figure 5

Figure 5 shows the opinion of the students about the usage of context to learn grammatical structures.

Source: Researcher's creation

In the previous graph, the researcher illustrates the students' thoughts on the need of associating grammatical structures to situations that happen in real life. Twelve students out of 16 which corresponds to a 75% strongly agreed that situational context is considered necessary in order to internalize the patterns learned. On the other hand, 3 students or a 19% agreed on the fact that context is very useful to have an easier understanding of the rules studied. Finally, 1 student, that is, 6% was neutral about the use of situational context to better learn grammar structures. Students expressed that hypothetical scenarios are not as helpful, that it is more convenient to use daily situations to assimilate the language better because this is what helps them socialize, share ideas, and communicate successfully and in a more natural way. They also said that they learned their mother tongue by being exposed to

real life scenarios and that learning a language has to be directly related to the situations they have to face at work, in the university, and at any other field they might be.

Group Techniques

4.3.1 Embedded Questions Board Game

Figure 6

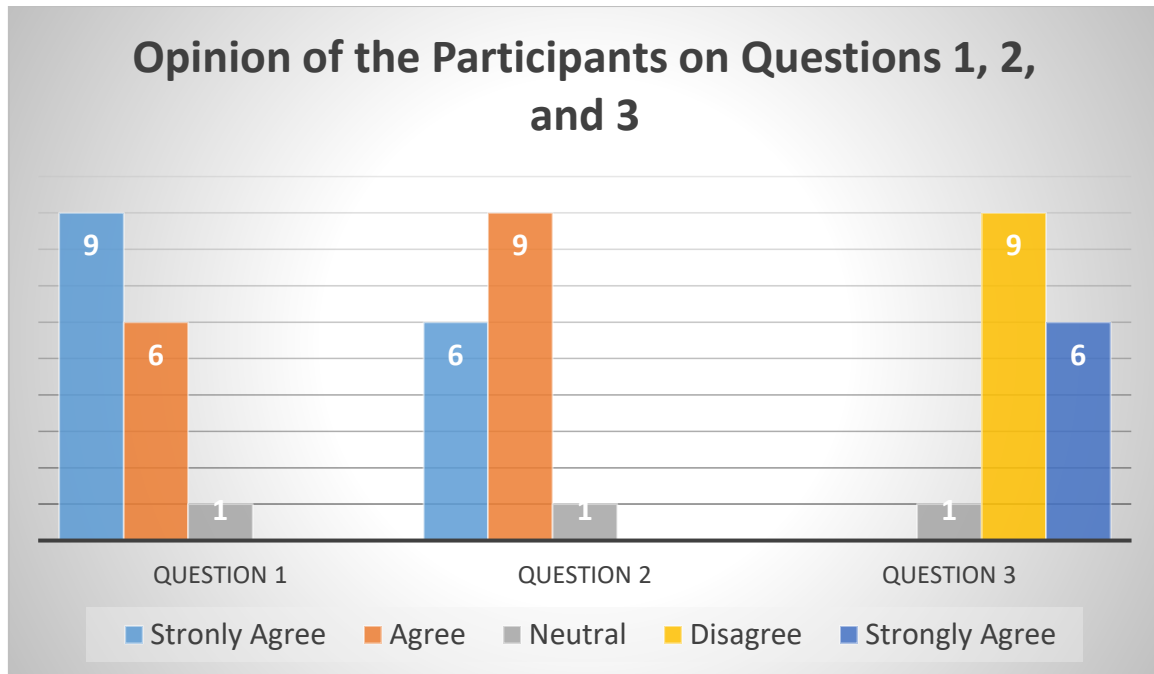


Figure 6 shows the opinion of the participants regarding embedded questions board game.

Source: Researcher's creation

For the first question, students were asked if the use of visual aids and real-life situations helped them understand embedded questions in a better way. Nine students strongly agreed, six agreed, and one was neutral.

In the second question, they had to answer if after doing the activity, they consider that it will be easier for them to use embedded questions in a conversation. six students out of

16 which corresponds to a 38% strongly agreed, nine students or a 56% agreed, and one student which represents a 6% was neutral.

The third question was if they preferred to learn grammar without visual aids and context. six students strongly disagreed, nine students disagreed, and one student was neutral.

Figure 7

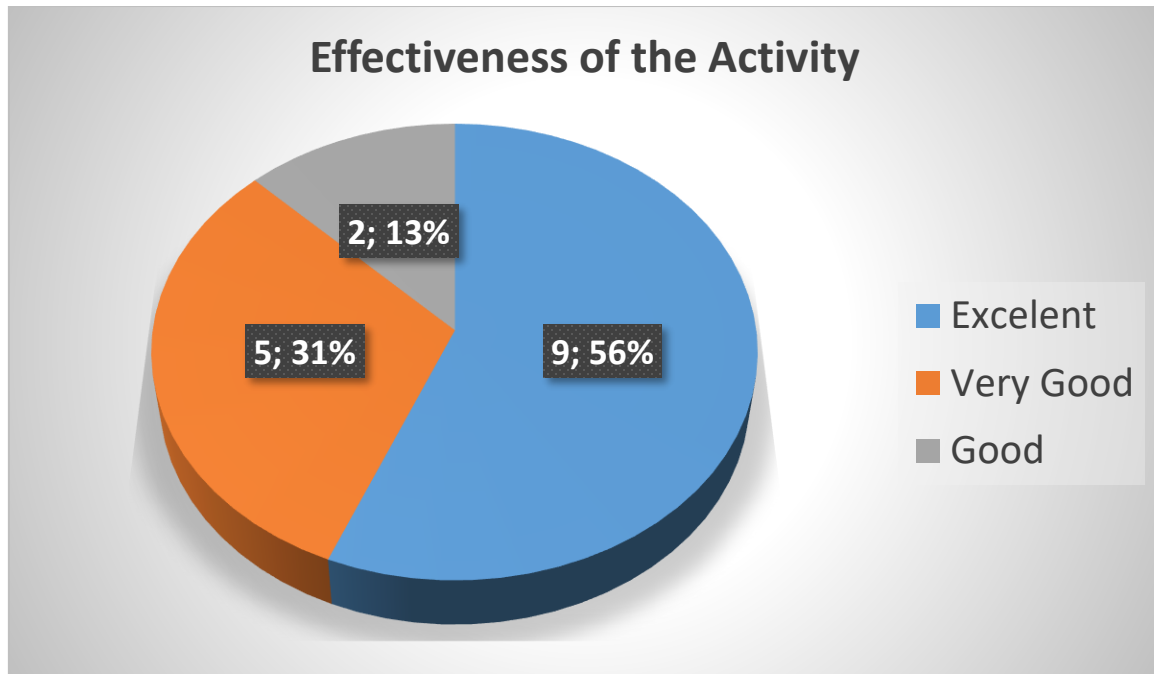


Figure 7 shows the opinion of the participants on the effectiveness of the embedded questions activity.

Source: Researcher's creation

Students were inquired about giving their opinion on how effective the activity was by rating the activity from 5 to 1, where 5 meant excellent, 4 very good, 3 good, 2 regular, and 1 needs improvement. Nine students, that is 56%, rated the activity as excellent, five students, that means 31%, considered it a very good activity, and finally two students which represent 13%, graded the activity as good.

Students commented that there should be activities like this one in every module. They expressed it was excellent to use real life situations, because it was fun and different. The participants also mentioned that they learned a lot about grammar and vocabulary. They said that now they feel more confident when making embedded questions in a conversation. In general, the students agreed that the activity helped them understand the structure studied and that they enjoyed a lot while they were learning.

4.3.2 Complete the phrase

Figure 8

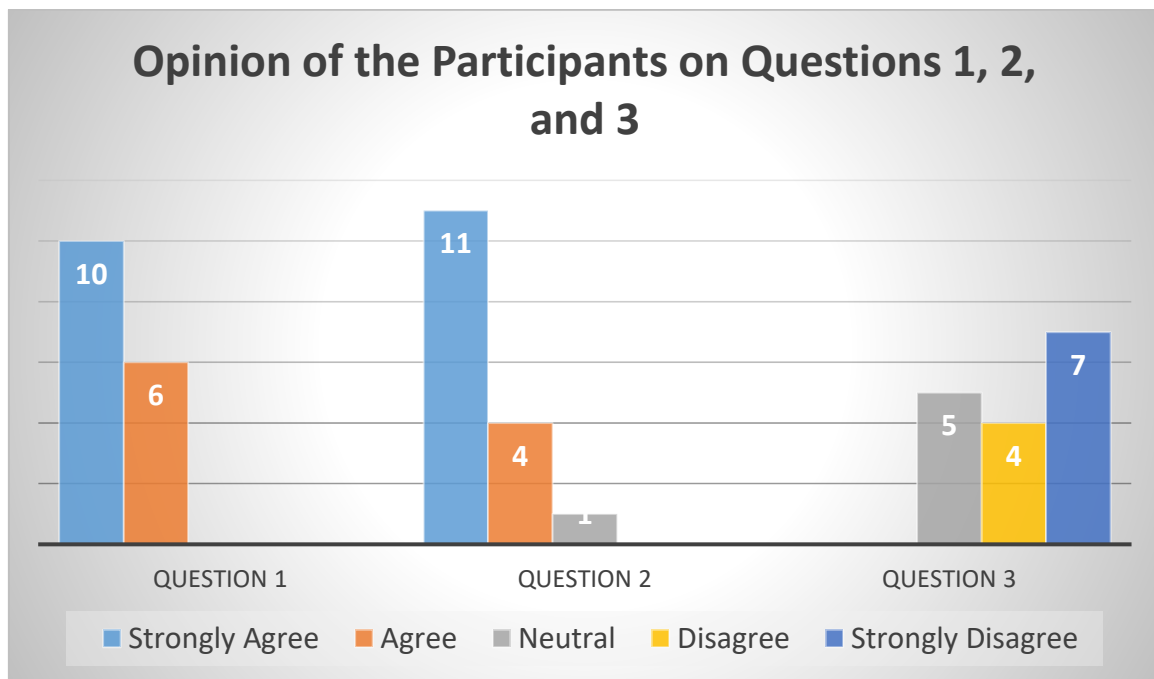


Figure 8 shows the opinion of the participants on the activity complete the phrase.

Source: Researcher's creation

In the first question, the students were asked if the fact of using pictures and real-life scenarios helped them to understand the negative predicate structure in a better way. Ten

students which represents 63% strongly agreed, while six students, that is, 37% agreed with it.

The second question was if they consider that after the activity, it will be easier for them to use the negative predicate grammatical structure in a conversation. Eleven students strongly agreed, four students agreed, and one student was neutral.

For the third question, students were requested to answer if they preferred to learn this grammatical structure without visual aids and context. Seven students, which represents 44% strongly disagreed, five students or 31% were neutral, and four students, that is, 25% disagreed.

Figure 9

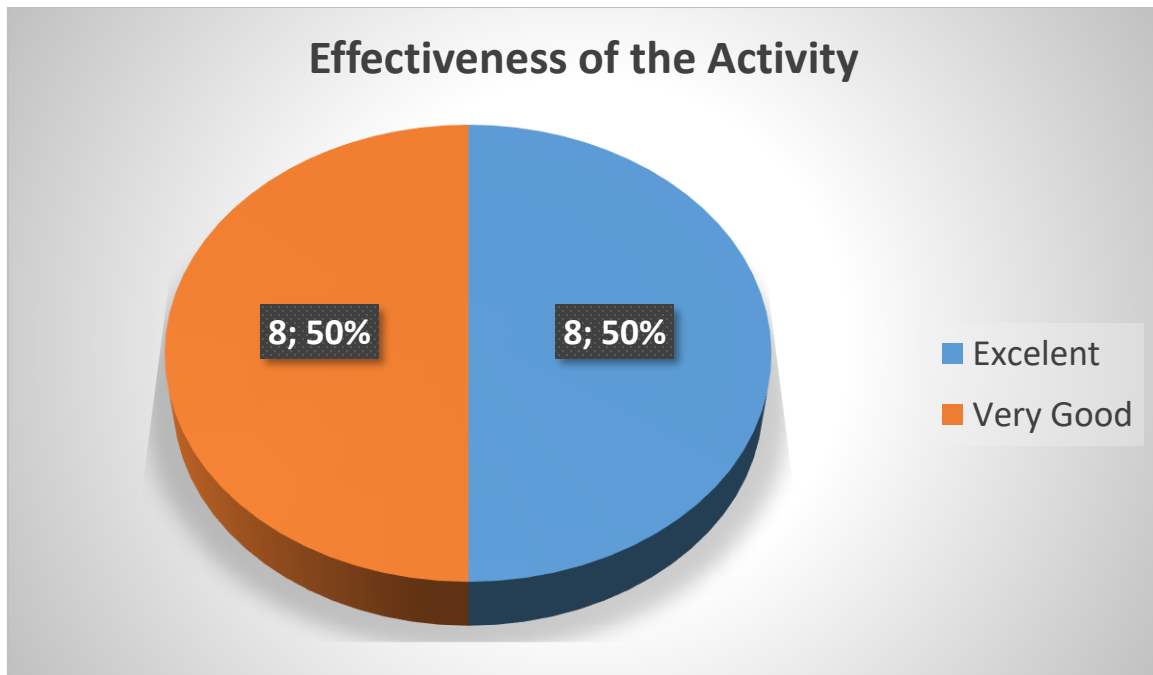


Figure 9 shows the opinion of the participants on the effectiveness of the complete the phrase activity.

Source: Researcher's creation

In the next item of the questionnaire, students were requested to express how effective the activity was by rating it from 5 to 1, where 5 meant excellent, 4 very good, 3 good, 2 regular, and 1 needs improvement. Eight students that is 50%, considered the activity as excellent, while the other 50% of the group mentioned that it was a very good activity to understand the structure.

Participants commented that it was a well-developed activity because at the end of it they were able to make sentences on their own. They said it was good to include diverse scenarios related to situations that happen every day. They expressed that the pictures helped them a lot to express their ideas; they learned a lot and they had a great time while doing the activity.

4.3.3 Vocabulary Bingo

Figure 10

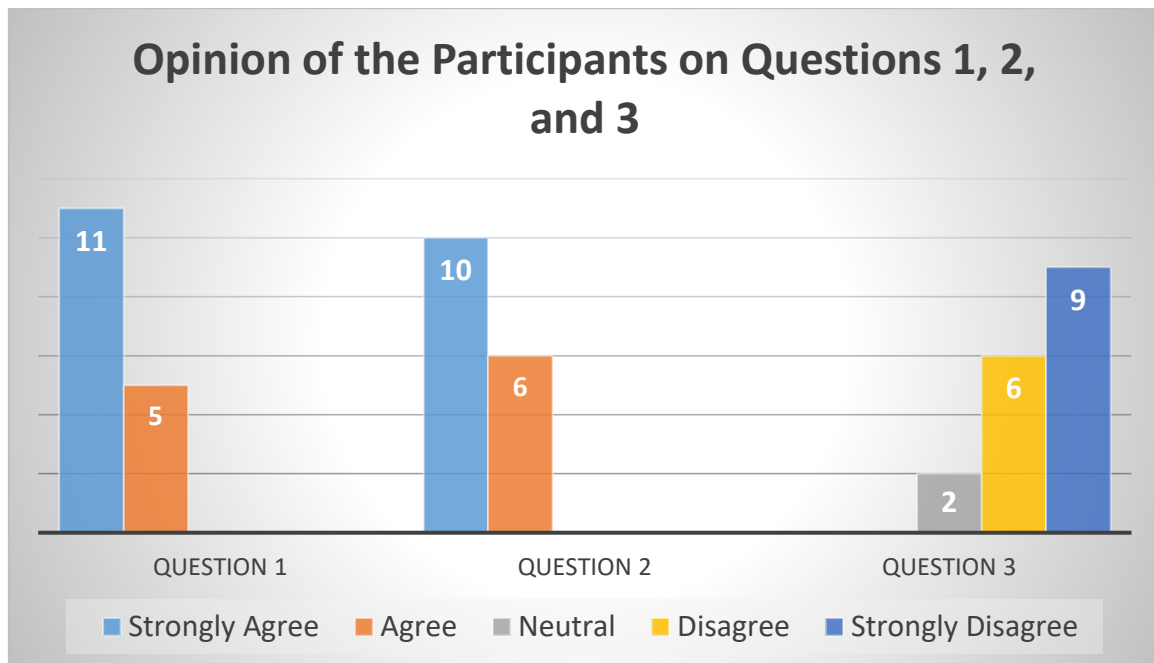


Figure 10 shows the opinion of the participants on the vocabulary bingo activity.

Source: Researcher's creation

Students were first questioned if the use of pictures helped them to better internalize the vocabulary. Eleven students, that is 69%, strongly agreed, while the other five students, which represent 31% agreed with the first item of the questionnaire.

When participants were asked if after the activity they thought they could use the vocabulary learned while having a conversation, 62% (10 students) strongly agreed, while 38% (6 students) agreed.

Finally, the third group of columns in the graph corresponds to the item that refers to the students' preference to learn vocabulary without visual aids and contexts. Nine students strongly disagreed, six students disagreed, and one of the participants was neutral on the topic.

Figure 11

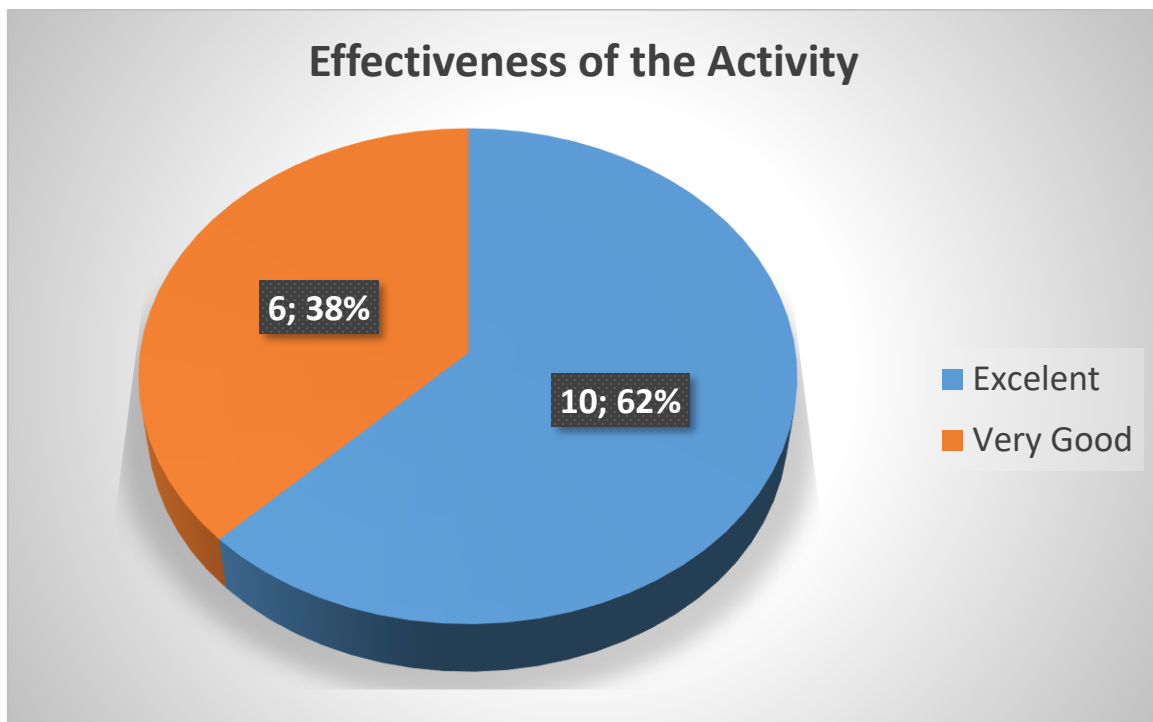


Figure 11 shows the opinion of the participants on the effectiveness of the vocabulary bingo activity.

Source: Researcher's creation

In the previous graph, the researcher shows the results obtained after asking the participants to grade the activity from 5 to 1, where 5 meant excellent, 4 very good, 3 good, 2 regular, and 1 needs improvement. Ten students which represents 62%, rated the activity as excellent, and the other six students which corresponds to 38%, said that the activity was very good.

Students mentioned that it was an adequate activity to learn vocabulary, since the best way to learn vocabulary is through pictures. They think it is a good initiative to bring activities such as this one. They expressed that they were able to formulate sentences using the vocabulary learned through the activity because they had a context that helped them internalize the words. Participants also said it was a fun way of learning vocabulary.

4.3.4 The Camping Trip Gone Wrong

Figure 12

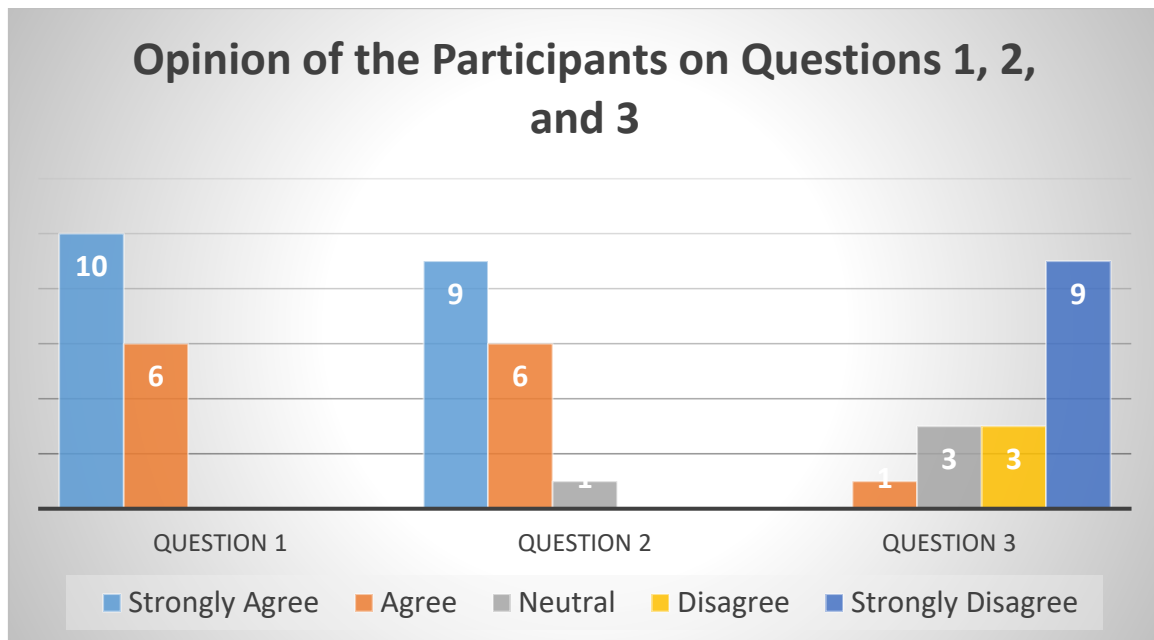


Figure 12 shows the opinion of the participants on the activity the camping trip gone wrong.

Source: Researcher's creation

Figure 12 shows the students' opinion about the activity the camping trip gone wrong. When students were asked if the use of visual aids and context helped them understand the use of the structure *should have*, 10 students out of 16, that is, 63% strongly agreed, on the other hand, six students or 37% agreed that pictures and context were really helpful.

In the following question, where they had to answer if once they had done this activity they thought it would be easier for them to use the structure *should have* in a conversation, nine students strongly agreed, while six students agreed, and one was neutral.

Finally, they were required to say if they preferred to learn the grammar structure without visual aids and context. Nine students (56%) strongly disagreed, three of them (19%) disagreed, three (19%) were neutral, and one student (6%) agreed with this item.

Figure 13

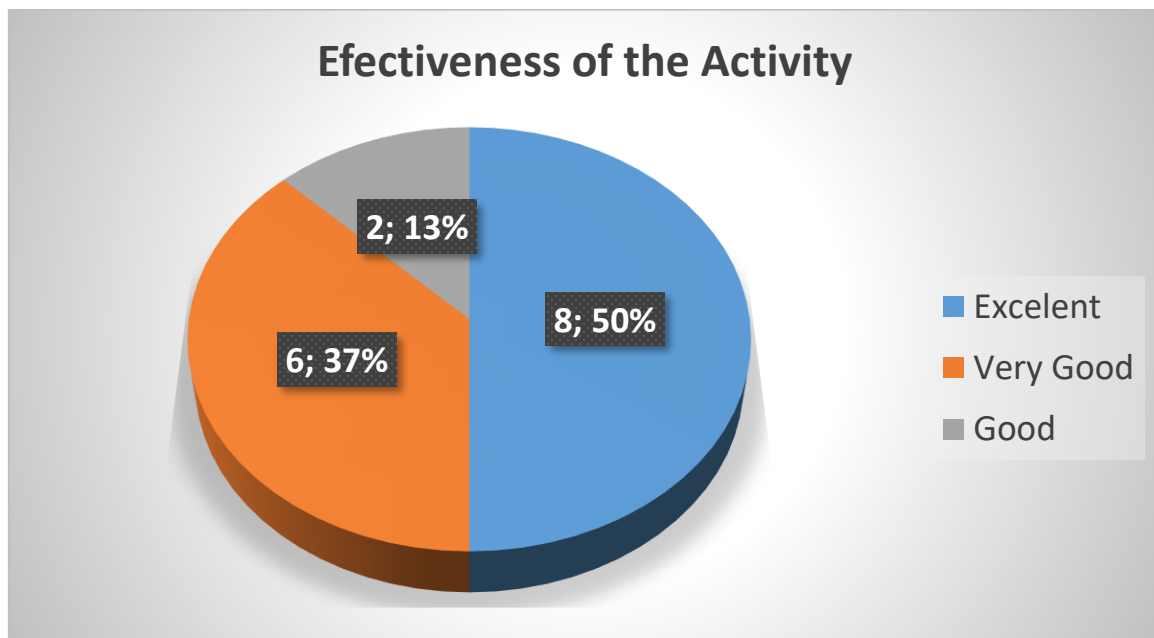


Figure 13 shows the opinion of the participants on the effectiveness of the camping trip gone wrong activity.

Source: Researcher's creation

For the next item of the questionnaire, students were asked to rate the effectiveness of the camping trip gone wrong activity to learn when to use the grammar pattern *should have*. They had to choose from 5 to 1, where 5 meant excellent, 4 very good, 3 good, 2 regular, and 1 needs improvement. Eight of the participants, which represents 60%, graded this activity as excellent, six students (37%) mentioned that it was a very good activity, and the remaining two students which corresponds to 13%, said that the activity was good to learn the use of *should have* in a conversation.

Participants commented that through this activity, they were able to easily understand this specific pattern, since they had a context to associate its used. They mentioned that the use of pictures was very helpful when they were required to make sentences. Students also said that giving pieces of advice during the activity was a very effective technique to better internalize this grammatical structure. In general, students expressed that they had enjoyed the activity and had learned a lot from it.

4.4 Pre and Post Test

Figure 14

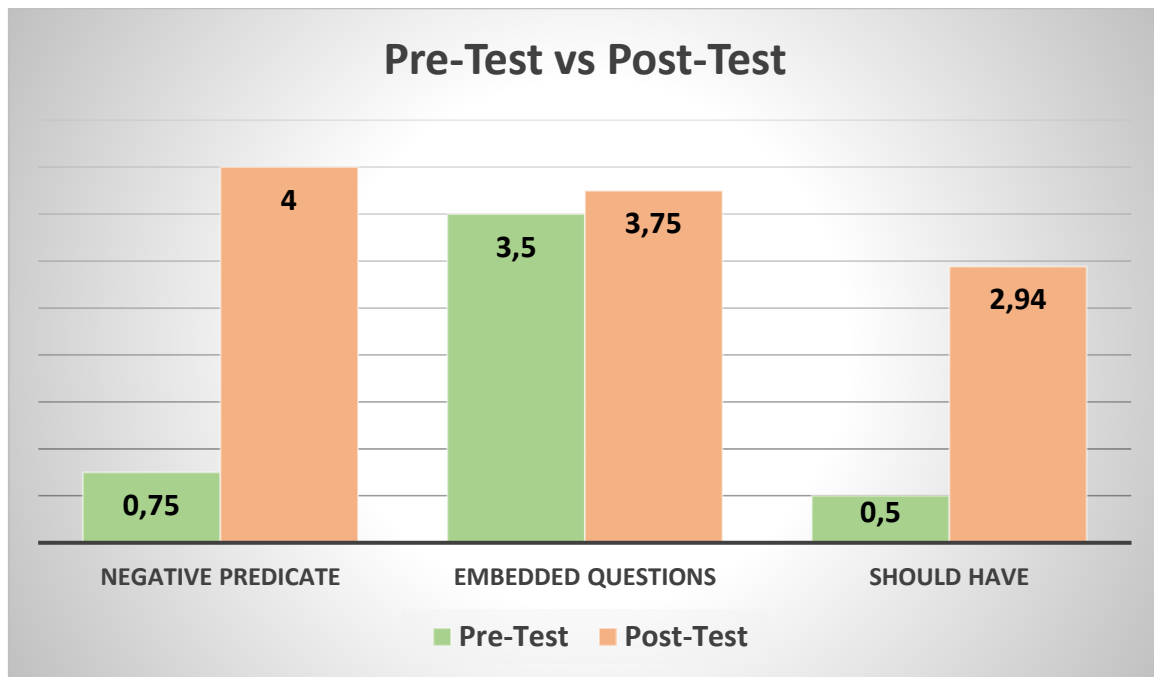


Figure 14 shows the average scores participants got in each of the structures studied before and after the activities taken from the Oral Approach and Situational Language Teaching.

Source: Researcher's creation

In the graph shown above, the researcher illustrates the three different grammatical structures that the present investigation focuses on, which are negative predicate, embedded questions, and the use of *should have*. The pre and post tests were divided in three sections, one for each grammatical pattern discussed. The green columns depict the average points obtained in each section of the pre-test, while the orange columns show the average points obtained in each section of the post-test.

As it can be observed, the average points obtained in the negative predicate section of the pre-test was 0.75 points out of 4 before the activities were applied, while after the

activities students got all the possible points in this section. The second group of columns corresponds to the embedded questions, here, students were doing well before the activities obtaining 3,5 average points. The graph illustrates that they improved after the activities, since they obtained 3.75 average points. Finally, the last section pertains to the third part of the tests which was the use of *should have*. Here students started out with an average of 0.5 points and ended up with 2.94 average points after the activities were performed.

The graph clearly demonstrates that the average points obtained in each of the three sections had an important improvement after the activities of the Oral Approach and Situational Language Teaching were applied to this group of students.

Figure 15

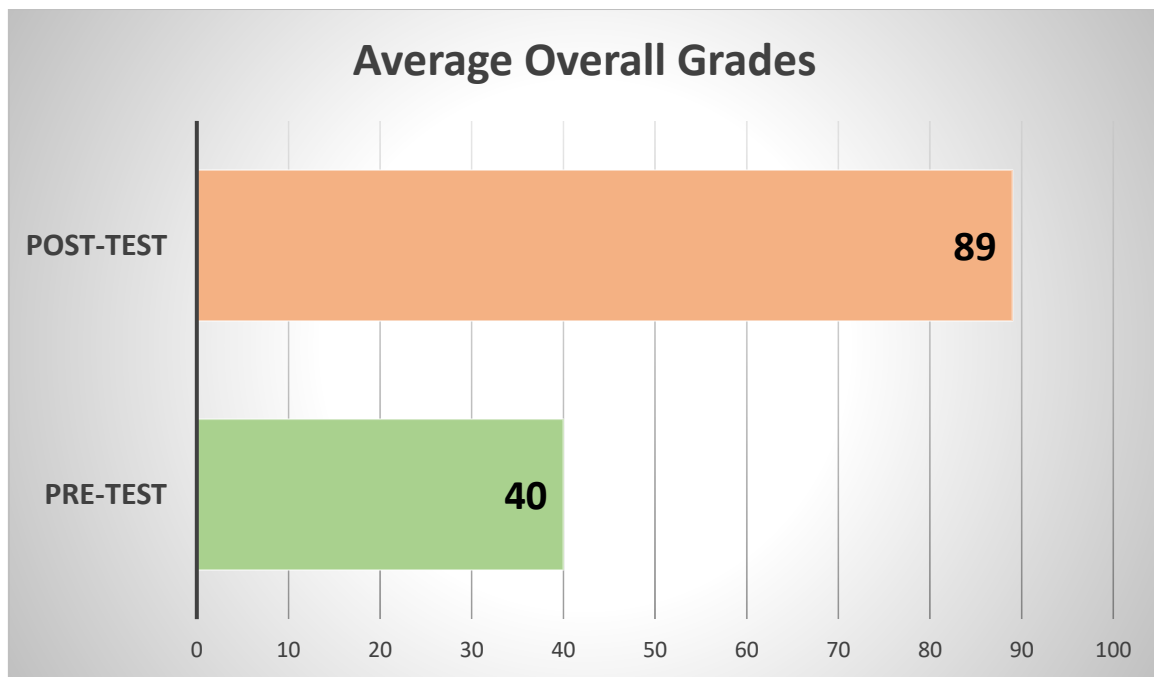


Figure 15 shows the average overall grades students got before and after doing the activities taken from the Oral Approach and Situational Language Teaching.

Source: Researcher's creation

Figure 15 presents the average overall grades before and after the activities were done. The green column indicates the average grades in the pre-test and the orange column illustrates the average grades in the post-test.

The graph portrays that before carrying out the activities from the Oral Approach and Situational Language Teaching, the average overall grades of the students who participated in this investigation was 40 in a scale of 1 to 100. Once the activities were performed, the average overall grades improved from 40 to 89.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

In order to achieve the main and specific objectives of the present investigation, the researcher utilized five data collection instruments (observation, interview, questionnaire, and pre and post-test) that were thoroughly described in the previous chapter.

At the beginning of this investigation, the researcher first stated the main objective which was to evaluate the effect of using the Oral Approach and Situational Language Teaching on the grammar proficiency achieved by students of Intermediate I at a Private Institute in Barrio Escalante, San José during the second quarter of 2017. Once the general objective was established, the researcher focused on the specific objectives which are: to identify the difficulties that students have when expressing their ideas using specific grammatical structures, to apply activities of the Oral Approach and Situational Language Teaching as a way to enhance the correct use of specific grammatical structures, and to analyze how the use of activities of the Oral Approach and Situational Language Teaching improve the students` grammar proficiency so they can accurately communicate their ideas.

To be able to reach the objectives previously described, the researcher developed and implemented several data collection instruments, each aimed to obtain results to prove that what was proposed at the beginning of the investigation could be accomplished.

The first part of this chapter will provide conclusions on the three specific objectives set. Then there will be a restatement of the research question. After that, unexpected results will be stated and the final part will present the recommendations for future investigators of the Oral Approach and Situational Language Teaching to study grammatical structures.

5.2 Conclusions

5.2.1 To identify the difficulties that students have when expressing their ideas using specific grammatical structures

After the general objective of the present investigation was established, the researcher focused on setting the specific objective number one, which she knew was going to be decisive to accomplish the general objective. Identifying the difficulties that students have when expressing their ideas using specific grammatical structures, allowed the investigator to choose the activities of the Oral Approach and Situational Language Teaching in order to teach certain grammatical patterns students were having some difficulties with. The first specific objective was achieved by doing a class observation, interviewing a teacher, applying questionnaires, and applying a pre-test.

While doing the observation, there were several aspects that the researcher considers are important to underline. The fact that there were no realia used when going over new material is an aspect that could be changed, since the use of pictures, objects charts, flashcards and any other kind of visual aids has proved to be very effective to teach grammatical patterns effectively.

Another important aspect to highlight is that only a few minutes were given to students to speak about real life experiences. Context is crucial in order to permit the students to have a more meaningful learning. The researcher then concluded that to successfully teach the grammatical structures chosen for this investigation, it was going to be essential to bring scenarios that effectively exemplified the patterns to be taught.

To identify the problems that students have when using grammatical structures, the researcher utilized an interview as a means of getting more insight on this matter. The interview was applied to a teacher who has worked at the private institute for more than ten

years. After carrying out the interview, important points were brought to attention; students are not exposed to the sufficient amount of the situational context they need to internalize the grammatical structures. Also, teachers do not use realia as often as they could be using it, and many times the vocabulary lists given to students do not include many important words they will need to use. Once the researcher obtained information on these problems, she was able to have a perspective of the way activities needed to be developed, to first provide students with sufficient vocabulary and then presenting situational context as well as visual aids to successfully deliver the class.

As a way to complement the observation and the interview, the participants were required to complete a questionnaire intended to provide information on the problems that students have when using grammatical structures to express their ideas. Data obtained from the questionnaire shows that the majority of students think that grammar is very important to improve the four basic skills; however, they expressed that more emphasis needed to be given to listening and speaking. Another important point gathered after applying the questions is that students do not devote sufficient time to study outside of the classroom, and since they only go to English classes nine hours per week they do not have enough hours to put into practice the structures learned. One more aspect is that even though students consider drills are useful, they expressed that they need to be combined with free production as well. This is one point of the Oral Approach and Situational Language Teaching that the researcher considers has to be implemented in the classrooms to internalize the structures, since teachers can prove students' understanding by having them expressing their own ideas using the structures learned. Students also expressed that hypothetical scenarios are not that helpful, that it is better to use daily situations to better assimilate the language because that is what they need to communicate.

One last instrument used to identify the difficulties that students have when expressing their ideas using the grammar studied was a pre-test. The participants were required to answer twelve questions, four for each grammatical structure the researcher chose to carry out the present investigation. The test was done prior to the application of the activities of the Oral Approach and Situational Language Teaching. As a result of this pre-test, the investigator identified that students needed a lot of help in regard to the use of “should have”, and the use of sentences with negative predicate, since those two patterns were the ones they failed the most. Participants obtained 0.5 out of 4 possible points in the “should have” section of the test; while in the part corresponding to the negative predicate sentences, they got 0.75 points out of 4 possible.

5.2.2 To apply activities of the Oral Approach and Situational Language Teaching as a way to enhance the correct use of specific grammatical structures

When applying these activities, the researcher focused on sticking to the Oral Approach and Situational Language Teaching, so that the aspects that characterized this approach were followed in order to successfully teach the grammar patterns. Students were exposed to oral practice from the start. They expressed that the oral practice together with the use of real life situations was excellent since they were applying the grammar rules to situations they were familiar with. They mentioned that the activities were helpful since they now feel more confident using the grammatical structures in a conversation.

Another aspect of the Oral Approach and Situational Language Teaching that was followed during the activities was the use of situations for students to practice and acquire the grammar they are going over. Students were given plenty of scenarios where a person was talking to another one; they were given visual aids as well, so that they could internalize the patterns being studied, since they were presented with meaningful situations to help them

come up with ideas that relate to contexts in which they communicate every day. In the activity of negative predicate sentences for example, participants commented that the fact of including diverse scenarios of situations that happen very often was really helpful. They expressed that at the end of the activity, they were able to make their own sentences because they had visual aids that they used as guidance when developing their ideas.

One more aspect of the Oral Approach and Situational Language Teaching that the researcher sought to fulfill was the use of words selection, so that students first become familiar with the vocabulary they need before studying grammatical structures. After applying the vocabulary bingo activity, students agreed that learning vocabulary through the use of pictures was a very effective way of internalizing it. They expressed there should be more activities such as this one, since they were able to make statements using the vocabulary learned through the bingo because they had a context that helped them to remember the list of words learned.

The next characteristic of the Oral Approach and Situational Language Teaching that the investigator pursued was to present grammar gradually following the principle that the simpler grammatical elements must be introduced before the more complex ones. When students were required to give pieces of advice using the expression “should have” they succeeded since they were first explained how to give a piece of advice in the present tense using the word should (for example: He should take matches). Then they were requested to give the piece of advice using the context they had (the camping trip was over). In this case, students needed to give the piece of advice in the past tense (for example: He should have taken matches). After going over a couple of scenarios, the students quickly understood the use of “should have” and each of them made several sentences using the structure. Students

expressed that giving pieces of advice during the activity was a very effective technique to better internalize this grammatical pattern.

One last aspect of the Oral Approach that these activities adhered to was introducing lexical and grammatical basis first and later on get more attention to reading and writing, since students first needed to develop their oral skills to be able to write the sentences correctly once they were requested to do so.

5.2.3 To analyze how the use of activities of the Oral Approach and Situational Language Teaching improve the students` grammar proficiency so they can accurately communicate their ideas

To accomplish the third specific objective of the present investigation, the researcher used three instruments, which are the observation, pre-test, and post-test. Prior to applying the activities of the Oral Approach and Situational Language Teaching, the investigator carried out an observation of the classroom to prove if there were any principles of the approach that were being applied at that moment. Several aspects of the Oral Approach and Situational Language Teaching did not take place during the time of the observation. Among those aspects, the teacher did not use visual aids to teach new grammar structures, the only material they had was a set of photocopies without illustrations. Another point was that students were not provided with contexts and situations to go over the grammatical patterns, and realia was not used during the whole class. Having observed these aspects, the researcher developed activities in which students had visual aids to help them have a better understanding of the grammar structures. The activities also included plenty of situations for the students to develop their ideas more fluently. The use of situational contexts as well as visual aids was complemented with many other aspects of the Oral Approach and Situational Language Teaching that were noticed during the class observation such as correcting

grammar errors immediately, communicating with the students in the target language only, not going over extensive grammar explanations, and avoid translation during the class.

Before the application of the activities developed by the researcher, the participants were required to take a written test. This test was divided in three parts, each part was worth four points. The first part of the test evaluated the negative predicate structure and students were requested to complete a sentence according to a previous conversation each sentence had. The second part consisted of embedded questions, there students needed to complete the embedded question using the question they were given. The last part presented situations and students had to give a piece of advice using the context provided.

In this test, the average points obtained in the negative predicate pattern was 0.75 out of 4 points possible. In the section of embedded questions they obtained 3.5; while in the last part which pertained to the use of “should have”, students got 0.5. This numbers showed the researcher that the structures they needed more help with were the negative predicate sentences and the use of “should have”. The average overall grade obtained in the pre-test was 40 points in a scale of 1 to 100; so the investigator was able to have more insight as to know on which structures to emphasize the most.

Once the activities were carried out, one more test was applied to students. This test was very similar to the pre-test. It was divided into three parts, one for each of the structures studied and each part was worth four points. The content of the questions changed, but the structure was the same as in the pre-test.

In this test, the average points obtained in the negative predicate pattern was 4 out of 4 points possible. In the section of embedded questions, they got 3.75; while in the last part which corresponded to the use of “should have”, students got 2.94 points. These numbers showed the researcher that students improved substantially in the three structures studied.

The average overall grade obtained in the post-test was 89 points in a scale of 1 to 100; so the investigator was able to prove that the activities of the Oral Approach and Situational Language Teaching were very effective to explain the grammar patterns the present investigation focuses on.

In general, it can be concluded that by applying the principles of the Oral Approach and Situational Language Teaching, the grammatical rules can be thoroughly explained without the need of extensive explanations and students have a nice experience as they learn grammar.

5.3 Restatement of the Research Question

For this investigation, the general objective that the investigator set is to evaluate the effect of using the Oral Approach and Situational Language Teaching on the grammar proficiency obtained by students of Intermediate I at a private institute in Barrio Escalante, San José during the second quarter of 2017. This general objective arose when the researcher questioned herself about what could be the outcome of developing and applying activities of the Oral Approach and Situational Language Teaching to prove if students would be able to improve their grammatical skills. Several steps took place during this investigation in order to answer the research question.

First, the investigator made research about the Oral Approach and Situational Language Teaching. Once the research was made, the participants that formed part of this investigation were chosen. The investigator decided to carry out the activities with students of intermediate level. The researcher first observed the participants, then she interviewed a co-worker who has been teaching for more than ten years at the institute; later on, a questionnaire and a pre-test were applied to the participants as a mean to identify the

difficulties that students have when expressing their ideas using specific grammatical structures.

Once these difficulties were identified by the researcher, she proceeded to choose activities of the Oral Approach and Situational Language Teaching that were going to be developed and performed in the classroom. The activities that the researcher implemented with the students were: the vocabulary bingo, the camping trip gone wrong, organization of the sentence, completion of the phrase, and the embedded questions board game. These activities allowed the researcher to achieve specific objective number two which was to apply activities of the Oral Approach and Situational Language Teaching as a way to enhance the correct use of specific grammatical structures.

After each activity was performed by the students, they were required to complete a questionnaire. This was done with the purpose of getting feedback from the students on the activities they executed. This feedback together with the observation was helpful for the researcher, so that she could put into numbers the opinions of the students on each activity they performed.

Once all the activities of the Oral Approach and Situational Language Teaching were carried out with the students, the investigator applied a post-test that contained items similar to those in the pre-test. The purpose of this post-test was to find out if students were able to improve after studying the grammatical structures and to determine the effectiveness of the Oral Approach and Situational Language Teaching when students communicate ideas using the grammar they have learned.

The participants were able to improve substantially in the three structures studied; this fact can be confirmed by comparing the grades obtained in the pre-test with those obtained in the post-test. Consequently, the researcher could ascertain that the question stated at the

beginning of the present investigation was answered satisfactorily, since there were positive effects after applying activities of the Oral Approach and Situational Language Teaching to improve the grammar proficiency of students of Intermediate I at the private institute in Barrio Escalante, San José during the second quarter of 2017.

5.4 Unexpected Results

When the researcher chose the Oral Approach and Situational Language Teaching for this investigation, she had read that the approach was recommended mainly to teach beginner level students; that is basic grammar. The theory; however, did not mention that it could not be used to teach more advanced grammar. For this reason, the researcher chose three grammatical structures that were not exactly basic because she wanted to prove that the approach was also suitable to teach more advanced grammatical patterns. After carrying out the activities and applying the post-test, the researcher was able to prove that this approach is also very practical to teach advanced grammar as well.

5.5 Recommendations

After developing and applying all the activities and observing the students' behavior during the activities and the responses given after each technique they performed; there are some important aspects to share that might help those who want to carry out future investigations about the use of the Oral Approach and Situational Language Teaching to go over specific grammatical structures.

Once the grammar structures are explained (of course using realia), there has to be more time devoted to practice drills with the structures learned, so that they can be more confident once they have to express their own ideas. However, the time dedicated to drills should not be too extensive; otherwise, the students might get exhausted of repetition. The time for free production has to outweigh that given to drills.

In the case of the embedded questions board game, it will be a good idea to have a bank of extra questions, in case students have to ask questions that other students have already made, they can choose a different question from the bank rather than asking the same question. This means they will have extra practice and they will learn more.

For the activity of the camping trip gone wrong, in which each student has to give at least one piece of advice to the camper, it will be also helpful to have all the students repeat together the sentence that their partner has just said. This way, besides making their own sentences, they will also practice by restating their classmates' ideas, and will successfully internalize the grammatical pattern.

As the activities are performed, teachers have to pay close attention to grammatical and pronunciation mistakes and correct them immediately with the purpose of creating good habits, which is what teachers have to continuously seek as they are teaching.

One final recommendation is to develop and apply techniques focused on grammar at the beginner level, since in theory, the Oral Approach and Situational Language Teaching is also very effective to teach basic grammar.

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APENDIXES

1. Class Observation Check List

Check List

Components	Yes	No	Comments
The students show interest during the grammar explanations			
The teacher uses visual aids to teach new grammar structures			
The lesson is structured and organized			
The teacher corrected grammar errors immediately			
The teacher used a variety of contexts and situations to go over the grammatical patterns			
The teacher communicates in the target language			
The students communicate in the target language			
Realia was used to go over the structures			
The teacher sticks to a book to explain the grammatical structures			
The teacher translates at the time of going over grammar patterns			
There are activities for students to use the grammar in real life situations			
The students do drills to practice grammar structures			

2. Initial Questionnaire

Marque con una equis según su opinión personal.

1. ¿Qué tan importante es practicar la gramática para desarrollar las habilidades de auditiva, oral, escritura y lectura?

- Muy importante
 Importante
 Algo importante
 No es importante

Por qué?

2. ¿Practica usted la gramática vista en clase fuera de las horas del curso?

- Siempre
 Usualmente
 Algunas veces
 Casi nunca
 Nunca

3. ¿Qué tan importante es la repetición de oraciones para estudiar las reglas gramaticales?

- Muy importante
 Importante
 Algo importante
 No es importante

Por qué?

4. Las ayudas visuales son extremadamente importantes para aprender las reglas gramaticales estudiadas en el libro de texto.

- Totalmente de acuerdo
- De acuerdo
- Ni de acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

Justifique su respuesta

5. Para aprender las reglas gramaticales es necesario asociarlas a situaciones que suceden en la vida cotidiana.

- Totalmente de acuerdo
- De acuerdo
- Ni de acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

Justifique su respuesta

3. Interview to the Teacher

1. What are the most common problems that intermediate level students have when using the grammatical structures, they have learned?
2. How would you try to fix those problems?
3. What do you think about the use of drills when teaching grammatical structures?
4. How do you consider the use of drilling during the entire course?
5. What do you think about keeping an only English environment in the classroom?
6. What do you think would be the effect on students of using realia (pictures, objects, gestures, mimics, charts, flashcards) instead of giving explanations or translations?
7. How crucial do you think it is the vocabulary selection for the students to understand the grammatical structures?
8. Do you consider important to teach grammatical patterns using an oral approach?
9. What is your opinion about introducing grammatical structures using situational contexts?
10. How important do you consider it is to teach simple structures before teaching more complex patterns?
11. What do you consider about introducing reading and writing skills once sufficient lexical and grammatical basis are established?
12. Do you consider it is crucial to enforce accuracy in pronunciation and grammar from the beginning?
13. What is your opinion about repetition, pair practice and group work?

14. Do you consider important to encourage students' participation by asking each other questions and giving responses?
15. How important do you think is the role of the teacher in setting up situations and modeling new structures?
16. How important do you consider is the use of a textbook as a guidance to the learning process?

4. Vocabulario Bingo Questionnaire

Marque con una equis según su opinión personal.

1. El uso de dibujos me ayudó a internalizar el vocabulario de mejor manera.

- Totalmente de acuerdo
- De acuerdo
- Ni de acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

2. Ahora que realicé esta actividad considero que se me hará más fácil utilizar en una conversación el vocabulario aprendido.

- Totalmente de acuerdo
- De acuerdo
- Ni de acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

3. Preferiría aprender vocabulario sin dibujos y sin un contexto.

- Totalmente de acuerdo
- De acuerdo
- Ni de acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

4. Evalúe del 1 al 5 la efectividad de esta actividad para entender vocabulario.

- 5: excelente
- 4: muy bueno
- 3: bueno
- 2: regular
- 1: deficiente

5. ¿Qué recomendación considera importante al aplicar esta actividad en futuras ocasiones para aprender vocabulario?

5. Camping Trip Gone Wrong Questionnaire

Marque con una equis según su opinión personal.

1. El uso de dibujos y situaciones de la vida real me ayudó a entender la estructura “should have” de mejor manera.

- Totalmente de acuerdo
 De acuerdo
 Ni de acuerdo ni en desacuerdo
 En desacuerdo
 Totalmente en desacuerdo

2. Ahora que realicé esta actividad considero que se me hará más fácil utilizar la estructura gramatical “should have” en una conversación.

- Totalmente de acuerdo
 De acuerdo
 Ni de acuerdo ni en desacuerdo
 En desacuerdo
 Totalmente en desacuerdo

3. Preferiría aprender gramática sin dibujos y sin un contexto.

- Totalmente de acuerdo
 De acuerdo
 Ni de acuerdo ni en desacuerdo
 En desacuerdo
 Totalmente en desacuerdo

4. Evalúe del 1 al 5 la efectividad de esta actividad para entender la estructura gramatical “should have”.

- 5: excelente
 4: muy bueno
 3: bueno
 2: regular
 1: deficiente

5. ¿Qué recomendación considera importante al aplicar esta actividad en futuras ocasiones para poner en práctica la estructura gramatical “should have”?

6. Complete the Sentence Questionnaire

Marque con una equis según su opinión personal.

1. El uso de dibujos y situaciones de la vida real me ayudó a entender la estructura “not” (predicado negativo) de mejor manera.

- Totalmente de acuerdo
 De acuerdo
 Ni de acuerdo ni en desacuerdo
 En desacuerdo
 Totalmente en desacuerdo

2. Ahora que realicé esta actividad considero que se me hará más fácil utilizar la estructura gramatical “not” (predicado negativo) en una conversación.

- Totalmente de acuerdo
 De acuerdo
 Ni de acuerdo ni en desacuerdo
 En desacuerdo
 Totalmente en desacuerdo

3. Preferiría aprender gramática sin dibujos y sin un contexto.

- Totalmente de acuerdo
 De acuerdo
 Ni de acuerdo ni en desacuerdo
 En desacuerdo
 Totalmente en desacuerdo

4. Evalúe del 1 al 5 la efectividad de esta actividad para entender la estructura gramatical “not” (predicado negativo).

- 5: excelente
 4: muy bueno
 3: bueno
 2: regular
 1: deficiente

5. ¿Qué recomendación considera importante al aplicar esta actividad en futuras ocasiones para poner en práctica la estructura gramatical “not” (predicado negativo)?

7. Embedded Questions Questionnaire

Marque con una equis según su opinión personal.

1. El uso de dibujos y situaciones de la vida real me ayudó a entender “embedded questions” de mejor manera.

- Totalmente de acuerdo
- De acuerdo
- Ni de acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

2. Ahora que realicé esta actividad considero que se me hará más fácil utilizar “embedded questions” en una conversación.

- Totalmente de acuerdo
- De acuerdo
- Ni de acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

3. Preferiría aprender gramática sin dibujos y sin un contexto.

- Totalmente de acuerdo
- De acuerdo
- Ni de acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

4. Evalúe del 1 al 5 la efectividad de esta actividad para entender “embedded questions”.

- 5: excelente
- 4: muy bueno
- 3: bueno
- 2: regular
- 1: deficiente

5. ¿Qué recomendación considera importante al aplicar esta actividad en futuras ocasiones para poner en práctica el uso de “embedded questions”?

8. Pre-Test

Part I. Read the conversations and complete the sentences.

1. Son: Mom can I go to the store to buy some cookies?

Mother: Ok, but don't talk to any strangers.

The mother advised her son _____

2. Student: Teacher, can I write the questions and answers on my notebook?

Teacher: No, please don't write any information.

The teacher asked the students _____

3. Patient: How can I stay healthy?

Doctor: Don't eat so many hamburgers.

The doctor recommends the patient _____

4. Employee: Mr. Carter, do you need the report?

Boss: No, don't send it yet.

The boss told the employee _____

Part II. Complete each sentence so that it means the same as the question before it.

1. What's your name?

Can I ask you _____

2. Where are you from?

I was wondering _____

3. When is your sister going to return?

Can you tell me _____

4. Who is that person?

Do you know _____

Part III. Give your advice using the word "should"

1. John had to buy matches but he didn't bring them.

2. George had to bring a lot of water, but he didn't bring it.

3. Mary had to study for the exam, but she didn't study.

4. Ellen had to talk to her parents, but she didn't.

9. Post-Test

Part I. Read the conversations and complete the sentences.

5. Student: Teacher, can I write the sentences on my notebook?

Teacher: No, please don't write anything.

The teacher asked the students _____

6. Son: Mom can I go to the store to buy some chocolate bars?

Mother: Ok, but don't talk to any strangers.

The mother advised her son _____

7. Employee: Mr. Carter, do you need the report?

Boss: No, don't email it yet.

The boss told the employee _____

8. Patient: How can I stay healthy?

Doctor: Don't eat so much junk food.

The doctor recommends the patient _____

Part II. Complete each sentence so that it means the same as the question before it.

5. Who is that woman?

Do you know _____

6. What's your address?

Can I ask you _____

7. When is your sister going to come back?

Can you tell me _____

8. Where is your father from?

I was wondering _____

Part III. Give your advice using the word "should"

5. Mary had to study for the quiz, but she didn't study.

6. George had to bring matches, but he didn't bring it.

7. Ellen had to talk to her professor, but she didn't.

8. John had to buy batteries but he didn't bring them.
