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TITULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCION: INGLÉS

*An EFL students' case study in written grammar errors and mistakes when learning*

*English as a foreign language*

TRABAJO DE TITULACIÓN

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**APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN**

Mgs. María Olivia Arias Córdova

**DOCENTE DE LA TITULACIÓN**

De mi consideración.-

El presente trabajo de titulación: "An EFL students' case study in written grammar errors and mistakes when learning English as a foreign language" realizado por Lizeth Gonzaga Sánchez ha sido orientado y revisado durante su ejecución, por esto se aprueba la presentación del mismo.

Loja, Agosto 15 de 2015

f) _____

# DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Yo, Lizeth Gonzaga Sánchez, declaro ser autora del presente trabajo de titulación: "An EFL students' case study in written grammar errors and mistakes when learning English as a foreign language" de la Titulación de Licenciado en Ciencias de la Educación mención Inglés, siendo María Arias Córdova la directora del presente trabajo y exonero expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos y acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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Lizeth Katherine Gonzaga Sánchez

## Dedication

To God, because he is the one who gives me the strength to fulfill this work, since it is by his mercy that I got this goal; also to my mother and father who support me in every situation in life.

Lizeth Katherine

## Acknowledgment

I would like to express my gratitude to the Technical University of Loja for their academic support. Next, I would like to thank all the staff at Contemporary Language Department who have provided me their knowledge. Special thanks to Mgs. María Arias Córdova for all her efforts in this project, for helping me in the path.

<div align="right">Lizeth Katherine</div>

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**Abstract**

This research study is about an EFL students' case study in written grammar errors and mistakes when learning English as a foreign language in Communicative Grammar II courses "A" and "B" in an institution of higher education in Loja city. The purpose for this research case study is to provide an overview of the most common grammatical errors made by EFL learners in writing. Besides, it is vital to describe, analyze, and interpret the results of errors and mistakes students make when learning English as a foreign language and distinguish how students feel when their teachers correct mistakes.

Twenty seven students and two teachers were selected as a sample. Surveys, narrative passages, and six class observations were necessary to apply for gathering the information.

This study was conducted using a mixed method approach involving both quantitative and qualitative process. The qualitative method was used for gathering the information in all of the process, and the quantitative method was used for numerical data.

It was found that students are not aware when they make mistakes, and they are not conscious on which errors they make.

KEY WORDS: Grammar Errors and Mistakes in writing, communicative grammar, avoiding errors, higher education.

## Resumen

Esta investigación se enfoca en los errores gramaticales escritos al estudiar inglés como lengua extranjera por parte de los alumnos de la asignatura de Communicative Grammar II, en los cursos "A" y "B" en una institución de educación superior en la ciudad de Loja. El propósito para esta investigación es encontrar información concerniente a los errores más comunes que se realizan cuando se estudia Inglés como lengua extranjera, aquí se hace una distinción entre errores que los alumnos realizan sabiendo la correcta estructura gramatical, así como los erros que los alumnos cometen sin tener conciencia del mismo. De igual manera, es vital describir, analizar e interpretar los resultados obtenidos de los errores que los estudiantes realizan así como distinguir cómo los estudiantes se sienten cuando el profesor corrige sus errores ayudando a comprender cómo ellos reciben la información. Para esto fue necesario utilizar el método cualitativo y el cuantitativo

Los recursos usados fueron encuestas, hojas de observación y ensayos hechos por los estudiantes, dando a conocer que los alumnos no son conscientes de los errores gramaticales que cometen cuando escriben en inglés.


PALABRAS CLAVE: Errores Gramaticales en escritura, evitar errores, educación universitaria, gramática comunicativa.

## Introduction

Today, more than ever, it is of great importance to know the English language. It is considered as lingua franca around the world, that is why each day more and more people around the world are learning English. It has become a necessity to learn it. In the same way, the teaching of English currently has become a subject of great importance for people, in this way, parents are looking for their children from an early age to know the language. So we have to consider that it is opportune to learn English even more in these times that we are living in a society that every day demand more from people.

The reasons that led to this research study are linked with the purpose of determining the most common written grammar errors made by Communicative Grammar II students in a higher institution of education. The objectives of this study are: first, to find information about the most common errors and mistakes made when learning English as a foreign language; second, to distinguish how students feel when the teacher corrects mistakes, and to know the students' opinions about errors and mistakes they made when writing in English; and finally, to analyze, describe, and interpret the results. In order to clarify some more information about the present topic "an EFL students' case study in written grammar errors and mistakes when learning English as a foreign language in Communicative Grammar II courses "A" and "B" in an institution of higher education in Loja city" some considerations were taken into account.

Regarding errors and mistakes, some limited research has been carried out in this field in Latin American countries. It is of vital importance to review previous studies in order to emphasize in the stated problem, and so, to give a more objective view of it. The first study was carried out by Basrah (2013). The study examines grammatical errors made by ESL upper secondary school learners in writing in a boarding school in Kuantan. Here, the author wants to

know what kind of grammatical errors are made by ESL learners in writing. This case study is more focused on parts of the speech and tenses. Likewise, one limitation that this author faced was the small population. However, it was discovered that the most frequent types of error being committed are errors in the use of *tenses*, followed by errors in the uses of *verb* and *noun*. Meanwhile, the least number of errors are those of the use of Gerund. The results revealed that every student made at least one error in the use of *Tenses*.

The second research about errors and mistakes was conducted by Al-Saudi (2013). This case study reports error analysis of EFL learners at Tafila Technical University. The author's purpose with this case study is to seek some grammar spelling difficulties the students have when writing English. The objectives the author suggests are: to explore the reasons behind students' errors which provide evidence of how language is learned, and to identify teaching strategies and remedial procedures that might help students as well instructors to remedy the wrong ways of writing. The only limitation the author faced was that the students did not differentiate between an error and a mistake. The author concludes saying that students should be introduced to the significance of writing vocabulary correctly, which will make them more careful and interested in writing English.

The third research was performed by Rauber and Gil (2004). This study was focused on feedback to grammar mistakes in EFL classes. This research investigates two pre-intermediate groups in which the authors find that explicit correction is the most frequent type of feedback to grammar mistakes. For the data collection process, it was necessary to observe classes and apply a questionnaire to students in order to investigate their feelings about the teacher's feedback procedure. This study is focused to the analysis of feedback to grammatical items. Consequently, the author found that explicit correction was the most frequently used strategy in the two groups, followed by recasts, and elicitation. Also, the authors declared that it was possible to observe that the teacher's ability to use some strategies spontaneously resulted in

the learners' great interaction and motivation in the classroom. It is so that according with observations, most of the learners responded to correction consciously appreciated correction and considered it important for the development of their linguistic competence. Similarly, Rauber and Gil (2004) declared that students' answers also revealed that they approved the way their teacher corrected their grammar mistakes. At the same time, the authors mentioned that the study was limited to the observation of the performance of only one EFL teacher.

This case study will serve as a reference for EFL teachers, in order to understand the different errors and mistakes students make. This investigation will led an extend review of literature about errors and mistakes, feedback, and motivation as well. Consequently, many learners who are interested in this topic will use this study as a reference in future researches.

There is little information about written grammar errors and mistakes made by students who are studying English as a foreign language (EFL) in the city of Loja. As a result, learners need to know the common errors they make. That is why this research case study will help both EFL teachers and EFL students. Since this topic is significant, it has to be explored in order to seek the most common written grammar errors and mistakes students perform when learning English as a foreign language.

Some limitations were encountered during the development of this research. Lack of time for observing classes, lack of willingness by the students to make the narrative paragraphs, and the small population.

<center>**Literature Review**</center>

This research study aims to provide scientific information about errors and mistakes when learning English as a foreign language in Communicative Grammar II students in courses "A" and "B" in Loja city.  Here, the opinion of various authors will be described.

**Linguistics**

As it is stated in the Dictionary of Language Teaching and Applied Linguistics (2002) "linguistics, linguist, linguistic is the study of language as a system of human communication. Linguistics includes many different approaches to the study of language and many different areas of investigation, for example, sound systems (phonetics, phonology), sentence structure (syntax), (....) meaning systems (semantics, pragmatics, functions of language), as well as language and social factors (sociolinguistics)."

Still, Chomsky cited by Saville-Troike (2006, p. 25) calls attention to "the logical problem of language acquisition, and claimed the necessity of assuming that children begin with an innate capacity which is biological endowed".

Besides, Harmer (2001) states "some students are better at learning languages than others". Also, as a general view it was believed that it was possible to know the students possible success on the basis of linguistics aptitude tests. Somehow, it became clear that such a test was fake. The test measure just the general intellectual ability, even when they looked for linguistic talents. Harmer (2001) continued saying that "analytic aptitude is probably not the critical factor in success".

Additionally, Harmer (2001) states that the grammar of a language is a description of the ways in which words can change their form and can be combined into sentences in that language.

<center>6</center>

**Branches of Linguistics**

**Phonetics**

Roach (2000, p. 38) suggests "the total range of sounds produced by speakers is infinite". Talking about phonetics it is important to take into consideration when to correct mistakes during speaking activities, thus, Harmer (2007) explains that when a student is repeating sentences, trying to get their pronunciation exactly right, then the teacher will often correct every time there's a problem.

**Phonology**

Saville-Troike (2006) states that as a component of academic competence, proficiency in phonological perception is required for listening if learners are studying other subjects through the medium of Second Language (L2), and at least intelligible pronunciation is needed for speaking in most educational settings.

Harmer (2007) highlights that speaking activities provide chances to practice real-life speaking in the safety of the classroom. Furthermore, Harmer affirms that listening is good for our students' pronunciation.

Likewise, Nation and Newton (2009) propose ideas to improve a good listening and speaking course, there is one called learning through meaning focused input, that is learning through listening and reading, where the learners attention is on the ideas and messages conveyed by the language.

The other one is called meaning focused output, learning through speaking and writing where the learners' attention is on conveying ideas and messages to another person.

**Morphology**

Regarding morphology, Harmer (2001) explains that morphology is the use of morphemes to change the meaning or grammar of a word. In the same way, Dionysus cited by Baker (2003) states that there are some words (nouns) inflected for case, whereas others (verbs) are inflected for tense and person. This morphological distinction was correlated with the fact that the nouns signified "concrete or abstract entities" and the verbs signified "an activity or process performed or undergone."

**Syntax**

Saville-Troike (2006) said that acquiring the syntax of another language may be seen as an issue of internalizing new construction patterns, generative rules, and different parameters for innate principles, probabilities and constraints. In order to analyze English sentences Kim and Sells (2008) said that grammatical functions as noun phrase, adjective phrase, verb phrase, etc., play an important role in syntax. These authors said that the combination of properties of words and phrases involved two aspects of syntax, these two aspects are internal and external syntax.

Moreover, Kim and Sells (2008) alleged, internal syntax deals with what a well formed phrase consists while external syntax deals with how a phrase can be used in a larger construction.

**Semantics**

Schmitt (2002) explains "the task of semantics is to describe and explain linguistic meaning". Besides, Saeed (2009) holds that "semantics is the study of the meanings of words and sentences. Moreover, semantics show how people communicate meanings with pieces of language".

**Pragmatics**

Schmitt (2002) argues that pragmatics is concern not with language as a system or product, but rather with the interrelationship between language forms, messages and language users. Modern approaches to pragmatics recognize that human communication largely explodes a code. In the same way, the author says that Pragmatics is concern with the study of the meaning that linguistic expressions receive in use.

**Errors and mistakes**

Beardsmore (1982), explains that many of the difficulties foreign language learners have with the lexicon and grammar of the target language are caused by the transfer of linguistic habits from the native language, which leads to errors and mistakes. It is important to highlight that there is a clear distinction between errors and mistakes. Besides, Ellis (1997) suggests that errors expose gaps in the learner´s knowledge. These errors mainly occur because the learner does not have a good command of the foreign language. On the other hand, mistakes reflect occasional lapses in performance of the target language.

In reference to errors and mistakes, on the web page of the Merriam-Webster Dictionary (2015) is stated "a mistake is to understand something or someone incorrectly, or to make a wrong judgment about something." Meanwhile, "an error is when something is not correct: a wrong action or statement."

Likewise, Richards and Schmidt (2002) in the Dictionary of Language Teaching and Applied Linguistics specify that an error results from incomplete knowledge, and a mistake made by a learner when writing or speaking is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.

Talking about errors and mistakes, Corder (1981) distinguished that studies about the standard works on the teaching of modern languages it finds how cursorily the authors deal with the question of learners' errors and their correction.

Brooks (1960) cited by Hendrickson (2011) argues that when avoiding errors in language learning, it is necessary to observe and practice the right model a sufficient number of times; the way of overcoming this issue it is to react to the incorrect response and to present the correct model without waiting much longer.

Also, Julian Edge (1989) cited by Harmer (2001) states that we can separate mistakes into three wide categories, those are:

> Slips, (mistakes which students can correct themselves once
> the mistakes has been pointed out to them). Errors,
> (mistakes which they cannot correct themselves, and which
> therefore need explanation). And, attempts, (that is when a
> student tries to say something but does not yet know the
> correct way of saying it) (Harmer, 2001, p. 99).

**Difference between Error and Mistake**

Francois (2013) said that an error occurs when students produce an incorrect statement because they don't have the knowledge to complete it correctly. This may occur because the student has not learnt the correct pronunciation of the word mispronounced. Francois also suggests that students may have the interference of their first language (L1), those may be syntax, pronunciation, grammar, cultural constructions, and more. Besides, a mistake is when students know the correct form in a second language (L2), but they make the mistake anyway when they are speaking or writing. They understand the rule, but they have not internalized it and can make a mistake.

On the other hand, Ellis (1997) makes an important difference between an error and a mistake. He says "errors reflect gaps in the learner's knowledge; they occur because the learner doesn´t know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what was learnt."

**Written Grammar Errors**

Sachs and Ho (2007, p. 75) argues "Grammar may be perceived as boring to our students because of how we as teachers conceptualized it and what we convey to them".

Similarly, these authors above suggest taking into consideration some questions: "Does our instruction entail the purposeful use of language? What contexts do we provide for our learners to practice the meaningful use of the language? When we correct, how do we do it?"

Saville-Troike (2006) highlights that writing is the most important productive activity for L2 learners to develop if they will use the language for academic purposes.

In the same way, Rizzo and Villafane (1975) suggested that it is notorious when Spanish interfere in English learning by Spanish speakers, these authors said "their writings are compositions through which the effects of many influences may be checked out". It is, the influence of the target language when writing getting a big deal for students and teachers as well. Consequently, Spanish people will adapt the Standard English into a negative way of speaking it.

Furthermore, Harmer (2001) states that at the moment we know grammar rules, it is easy to start writing, and that there are some easy rules, and there are as well some horrible complex once. Additionally, Harmer argues that one of the easiest rules to explain is the use of the "s" morpheme on the third person of the present simple, saying that we add it with the

pronouns he, she, and it. We can say it that we add "s" to all verbs for the third person singular of the present simple unless they are modal verbs.

Celce-Murcia and Hilles (1988, p. 8) explain about grammar as a communicative skill in language. "If grammar instruction is considered appropriate for a class, the teacher's next step is to integrate grammar principles into a communicative framework, since the fundamental purpose of language is communication. Unfortunately, grammar is often taught in isolated, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they have learned in actual situations".

Moreover, Celce-Murcia and Hilles (1988) believe that grammar is often taught in isolated, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they have learned in actual situations.

Harmer (2007) suggests that teachers do not have to correct everything, moreover, the author suggests that teacher could corrects only verb tenses or only punctuation, or focus instead on word order. The author claims that it is good to correct two of the paragraphs in a composition.

Regarding grammar errors, Nunan (1999, p. 272) claims "product-oriented approaches focus on the final product, the coherent, error-free text. Process approaches, on the other hand, focused on the steps involved in drafting and redrafting a piece of work".

On the other hand, Brown (2001) argues "a half century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should look like". For instance, the process approach to writing focus on the process of writing that leads to the final written product.

In addition, White and Arndt (1991) cited by Nunan (1999) suggests that writing is a complex, cognitive process that requires sustained intellectual effort over a considerable period of time.

**L1 Language Interference (First language interference)**

As exposed by Brown (2001), an error committed by the majority of learners is to produce the second language, stem from the learners assumption that the target language operates like the native language.

Brown (2007) has provided a clear view of the native language as an extremely significant factor in the acquisition of a new language. As the majority of learners' errors when learning a second language it is to assumed that the target language operates the same as the native language. The author suggests that it is important to help students to understand that not everything about their native language system will cause error.

According to Harmer (2001) the level of word usage where similar sounding words have slightly different meanings: librería in Spanish means bookshop, not library; embarazada means pregnant, not embarrassed. (Such so called false friends, are common between Romance languages).

Dickinson et al. (2013) state that there are specific types of spelling errors that are characteristic on people learning English as a foreign language. For example, it is common to use an English word that looks like a word from their native language. An example of such so called false friends or cognates would be the common use of "become" in place of "get" by German-speaking learners of English, an error that arises since the German word "bekommen" means get in English.

Indeed, Davis and Bernhardt (2007) holds that in a typical classroom based on the communicative approach, fluency takes priority over accuracy, and the classroom emphasis is on encouraging the learners to communicate.

**Subject omission**

One problem when writing in English is the subject-verb agreement rule, according to Schmitt (2002), the rule admits exception (verbs take the suffix –s if their subject is third person singular, but there are exceptions such as subjunctive forms, plural tittles of books, plays, films, etc. are also sometimes exceptions to the subject-verb agreement rule, which may cause students to omit the subject in sentences.

**Misuse of prepositions**

Leki et al (2008) argue that second language (L2) writers averaged far more errors than first language (L1) writers in use of prepositions, errors involving prepositions were among the most frequently made by L2 writers. Errors included those of omission or misuse of prepositions and ambiguity and vagueness of prepositions. Language mixing was reported as a cause of error in the use of prepositions.

**Misuse of personal pronouns**

Leki et al (2008) claims that L1 writers used a significantly lower percentage of pronouns than did L2 writers. L2 writers use more first person singular pronouns than did L1 writers. Many L2 writers used self-mention to express personal benefits from a project and to frame a report. The incorrect use of impersonal *it* results from the L1 interference.

As presented by Harmer (2001), one of the easiest rules to explain is the use of the "s" morpheme on the third person of the present simple, saying that we add it with the pronouns

he, she, and it. We can say it that we add "s" to all verbs for the third person singular of the present simple unless they are modal verbs.

**Misuse of possessive adjectives**

According to the web page of the Merriam-Webster Dictionary (2015), a possessive adjective is a pronominal adjective expressing possession. Alexander and Close (1990) state that my, your, his, her, its, our, your, and there are possessive adjectives. This means they must go in front of nouns: he's my son, it's your house, etc. they refer to the possessor, not to the thing possessed.

**Word order of adjectives**

The Dictionary of Language Teaching and Applied Linguistics (2002) express that the wrong word order in English is due to the L1 interference. Alexander and Close (1990) claim that adjectives go before nouns in English, but there are a few adjectives which go before or after nouns and they change in meaning according to their position. The authors also hold that adjectives have the same form whether they refer to people or things in singular or plural. Most adjectives are used in two ways in English: before a noun and after be, seem, etc.

**Excessive use of the article *the***

An article is a word which is used with a noun, the definite article the shows that the noun refers to a particular example of something. Likewise, Richards and Schmidt (2002, p. 274) in the Dictionary of Language Teaching and Applied Linguistics hold "native speakers of English spontaneously know the regularities of article use while foreign language learners of English may have explicit knowledge about rules for using English articles, but their production may reveal that this explicit knowledge has not been internalized".

**Phrasal verbs**

According to the information found in the Dictionary of Language Teaching and Applied Linguistics (2002) states that a phrasal verbs is a verbal construction consisting of a verb plus an adverb particle. Also, the Merriam Webster Dictionary says that a phrasal verb is a phrase that combines a verb with a preposition or an adverb.

**Incorrect use of irregular plurals**

The Dictionary of Language Teaching and Applied Linguistics (2002) states that the formation of some irregular plurals in English changes in an internal vowel and the sound changes too. Moreover, Guess et.al. (1968) claim that errors were somewhat more likely to occur in the pluralization of words ending in vowels than of words ending in consonants. Furthermore, several words whose plurals had been learned according to the reversed plural rule, when examined later during reinforcement of normal plural usage, were found then to exemplify the normal rule being reinforced, yet without direct training.

**Invented words**

"An error which results from language transfer, which is caused by the learner's native language" (Dictionary of Language Teaching and Applied Linguistics, 2002, p. 294). Moreover, Lutz (1986) states that learning to spell is not a matter of memorizing words, but a developmental process that culminates in a much greater understanding of English spelling than simple relationships between speech sounds and their graphic representations. Spelling is now viewed as a complex developmental process.

**False cognates**

As Harmer (2001) gives some examples saying that some words have similar sounding in Spanish language and in English, emphasizing that false cognates or false friends are common between romance languages. Harmer (2001) gives some examples saying that some words usage have similar sounding in Spanish language and in English. For example: actualmente in Spanish means currently, not actually; carpeta in Spanish means folder, not carpet; colegio means high school, not college; grosería in Spanish means crudeness, not grocery; realizar means to come true, not realize; librería in Spanish means bookshop, not library; embarazada means pregnant, not embarrassed. In the same way, Harmer also emphasizes that such so called false friends are common between romance languages.

**The teaching-learning process**

**Teaching Techniques**

According to Zhang (2006) claims that probably the bad teaching gave rise to errors by learners, and if the teaching methodology improved to perfection, errors would be avoided and the learners would be allowed to learn that pure and correct form of the target language.

Besides, Murphy (1997) suggests that is important to know what does really matter to our students at the moment to correct their compositions, he asked a small first-year class at City Polytechnic to look at his corrections and comments, and highlight any they had found useful, so he could realize that what the students were interested in was the correction of the mistake and the explanation of it.

Talking about correction in oral work Brown (2001) and Harmer (2007) claim that assessment and correction can be good during oral work, teachers do not necessarily correct

all oral production in the same way, it depends upon the stage of the lesson, the activity, the type of the mistake made, and the particular student who is making that mistake.

Brown (2007) mentions that teachers have to keep in mind that beginner students' capacity for retaining new words, structures, and concepts is limited. The author suggests that the teacher should present materials in simple segments, so don't disturb students. The author suggests that teacher's role it is to engage in plenty of repetition of a limited numbers of words, phrases and sentences.

Besides, Brown (2001) emphasizes that teachers can be seen as authority figure, leader, knower, director, manager, counselor, and guide; depending on the country or institution the teacher is playing the different roles above, one will be more prominent than others, mainly on the eyes of students. Moreover, as an authority figure the teacher has to be consistent in all the relations with students.

On the other hand, to established rapport, this is so, the relationship the teacher establish with students, lead to students feeling capable, competent, and creative. Furthermore, Brown (2001) says that an important part of the rapport is based on the balance between praise and criticism.

In the same way, Brown (2001) claims "the role of teachers must be one of facilitator and coach, not an authoritative director and arbiter". Also holds that as a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for student opinion, must not impose his or her own thoughts on student writing.

With regards to teaching techniques, Storch (2013, p. 162) claims "the advantages of pairs over groups is that pairs are more likely to feel a stronger sense of text ownership and hence there may be greater individual contributions to the decision- making process. Research

on face-to-face group work has shown that when working in groups on oral or writing tasks, some learners may not feel any pressure to contribute". There is a possibility that in large groups learners contribute very little to the task. Furthermore, when working in pairs, each learner has more opportunities to participate and to practice their language skills.

Besides, Brown (2001) states that Brainstorming is a different form of preparation for the lesson in which students can contribute on a given topic in a free and undirected way to generate multiple relations without linking them. Using this strategy in grammar classes does not need explicit analysis or interpretation by the teacher. This gives the opportunity to students to give ideas about a topic, and so it contributes to writing.

On the other hand, Harmer (2001) affirms "simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying English for Specific Purposes (ESP).

Additionally, Robinson (2013) claims that Semantics maps are a convenient way of representing similarities in meaning and multifuncionality in grammar.

However, Brown (2007) states that the practical applications of computer-assisted language learning are growing as such a rapid pace that it is almost impossible for a classroom teacher to keep up with the field.

As stated by Harmer (2001) "real or lifelike items are useful for teaching the meanings of words". As the author above mentioned says that objects that are intrinsically interesting can provide a good starting-point for a variety of language work and communication activities. Realia gives students ideas for writing, since it is an interesting strategy, this uses students' imagination, if teacher presents students a bunch of things they know, students can use their perceptions to write about the things.

On the other hand, Harmer (2001) declares that one of the main advantages of video is that students do not just hear the language, they see it too. This techniques aids comprehension in a good way. It is important to realized that video will be a good tool to teach English but with the appropriated topic. As suggested by Harmer (2001), "since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression". Still, Harmer (2001) cited some problems with video, he says "we have to provide video activities that are unique learning experiences and do not just replicate home television viewing".

Brown (2001), relatively free acting out of specified roles and functions. Distinguished from cued dialogues by the fact that cueing is provided only minimally at the beginning, and not during the activity.

Brown (2007) stated "Selected students or teacher illustrate the procedures to be applied in the lesson segment to follow. Includes brief illustration of language or other content to be incorporated".

As Larsen-Freeman (1986) cited by Davis and Bernhardt (2007) saying that the main idea of the communicative approach is to have "communication" as the goal of and the means for language learning. Learners are expected to develop not just linguistic competence, but also communicative competence.

"Advocators of the communicative approach often treat second language (L2) acquisition in the same way as the first language (L1) acquisition. First languages are acquired in a natural context, through communication driven by the learner, without any formal explanation by a teacher" (Davis and Bernhardt 2007, p. 60).

Continuing with ideas about teaching techniques and approaches in English classrooms Davis and Bernhardt (2007) hold that in a typical classroom based on the communicative approach, the teachers' role is not an information provider, nor an error corrector, but a facilitator for communication. Fluency takes priority over accuracy, and the classroom emphasis is on encouraging the learners to communicate. The communicative approach places its focus on communication and rejects explicit grammar instruction in classrooms.

It is said that the audio-lingual method has its famous patterns drills, which often consisted of memorized grammatical templates into which lexical items were substituted (Tyler, et al., 2005).

As Celce-Murcia (1979) cited by Brown (2001) claim that in Audio-Lingual Method, new material is presented in dialogue form, structural patterns are taught using repetitive drills. There is little or no grammatical explanation. There is much use of tapes, language labs, and visual aids. Great importance is attached to pronunciation. Very little use of the mother tongue by the teacher is permitted. Successful responses are immediately reinforced.

There is a great effort to get students to produce error-free utterances. There is a tendency to manipulate language and ignore content.

In Content-based assignments students begin with structured tasks that guide them step by 3learners are encouraged to explore topics in a less structured and more self-directed manner (Kasper, 2008).

Content based instruction uses authentic material, not originally produced for language teaching purposes. Tasks and materials that take into account learners' needs through increase redundancy and exemplification and the use of advance organizers.

The grammatical items that best lend themselves to exploitation in content-based instruction contexts are those that are linked to rhetorical structure. Thus comparison and contrast, logical connectors, the various forms of subordination and verb tenses are the most common areas of grammar mentioned in content based instruction texts.

The principal characteristic of the Grammar-Translation Method is the explicit teaching of grammatical rules that learners were expected to memorize and then apply as best they could to translation tasks (Danesi, 2003, p. 4).

Danesi (2003) also exposes that Latin and Greek were taught in a straightforward deductive way: teachers first presented a grammar rule, after which they assigned oral and written translation tasks to students so that their ability to apply the rule could be assessed. However this has its controversy, some people argued that grammar translation method ignored how language is learned by children, and others claim that students learned best when they have to interpret and produce written dialogues to reflect real life.

According to Storch (2013, p. 7) "the approach promotes interaction on tasks that require learners to reflect on language form while still being oriented to meaning".

In the same way, Ohta (2001) said that tasks are ideally selected via a need analysis of the language that leaners will actually need in the foreign language settings they find themselves in. Grammatical syllabi have no place in this realization of task-based teaching; rather, focus on language emerges as the teacher adjusts content to learner difficulties that emerge as tasks are introduced and implemented.

The Natural Approach advocated the use of Total Physical Respond activities at the beginning level of language learning when comprehensible input is essential for activating the acquisition of language. Krashen and Terrell felt that learners would benefit from delaying production until speech emerges, that learners should be as relaxed as possible in the

classroom, and that a great deal of communication and acquisition should take place, as opposed to analysis (Brown, 2001, p. 31).

This approach seems to be useful when learning a language because it uses the everyday language situations, its purpose is the basic personal communication skills.

Brown (2001) claims that memory is increased if it is simulated through association with motor activity. The Total Physical Response (TPR) approach heavily utilized the imperative mood, even into more advanced proficiency levels.

The TPR classroom was one in which students did a great deal of listening and acting. It is for this reason that learners retain better the information when the language is associated with a series of simple actions (Brown, 2001, p. 30).

The author claims that TPR has its limitations, it seemed to be especially effective in the beginning levels of language proficiency, but it lost its distinctiveness as learners advance in their competence.

Regarding teaching techniques, Schacheter (1972, p. 59) says "the outline itself contains an ordered inventory of basic-sentence components, together with a preliminary discussion of the internal structure of the components and the kinds of meanings they express.  The inventory moves from the more general to the more specific. One kind of diagram is presented like this: as one moves from the top to the bottom, a number of progressively more specific characterizations of the structure of the sentence."

**Feedback on grammar**

> Feedback encompasses not only correcting students, but also
> offering them an assessment of how well they have done. The
> way we asses and correct students will depend not only upon

the kind of mistakes being made, but also on the type of

activity the students are taking part in (Harmer 2001, p. 99).

In reference with feedback, Kim (2005) argued "Krashen believes that corrective feedback is not only useless but also potentially harmful, since it interrupts the flow of discourse that could provide comprehensible input".

Schmitt (2002) specifies that feedback seen to be a necessary part of grammar instruction. Feedback mechanism extent the range from direct correction by the teacher to recasts, in which the teacher reformulates correctly what the learner has just said erroneously, for giving the students the space to correct themselves. Moreover, Tomasello and Herron (1989) cited by Schmitt (2002) claim that in a total turnaround from the view that learner's errors are to be prevent, some applied linguistics have even suggested that students should be encouraged to make errors. Students might be given a rule without telling them it has an exception. It is assumed that when students do overgeneralize the rule and commit an error, the negative feedback they receive will be more successful in their acquiring the exceptions than if they were given a list of exceptions in advance.

When dealing with the native language effect in the

classroom, feedback will most often focus on interference.

Learners´ errors stand out like the tips of icebergs, giving us

salient signals of an underlying system at work. Errors are,

in fact, windows to a learners´ internalized understanding of

the second language, and therefore, they give teachers

something observable to react to. (Brown 2001, p. 66).

Brown (2001) suggests that learners' errors make them internalize understanding of the second language, and therefore they give teachers something observable to react to. This idea

is clear when talking about correction in the classroom, so teachers must be aware of learners´ errors and mistakes, still the author said, learners' errors stand out, giving us salient signals of an underlying system at work.

According to Harmer (2001) "motivation is some kind of internal drive which pushes someone to do things in order to achieve something".

Continuing with Harmer's idea, it is expressed by the author that extrinsic motivation is caused by any number of outside factor, for example the need to pass an exam, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself, or the desire to make themselves feel better.

Harmer (2001) states that one way of seeing feedback it is to consider to respond to students' work rather that asses or evaluate what they have done.

As Celce-Murcia and Hilles (1988, p. 28) claim that teacher feedback and correction is usually consider a final step, it must take place throughout the lesson. Moreover, correction should be immediately during the second part of the lesson. However, communication should not be interrupted in the third part of the lesson.

Students need the teacher to correct mistakes, however, some teachers may think that every mistake should be corrected, this is not true, according with Celce-Murcia and Hilles (1988) claim that one priority (talking about errors in classroom) is errors in the grammatical structures that are being taught at the moment. These errors should be corrected immediately, as they occur.

Burt and Kiparsky (1974) cited by Celce-Murcia and Hilles (1988, p. 28) claim "errors involving word order, missing obligatory constituents such as subjects, and misuse of semantically full connectors or those that confuse the relationship of clauses or sentential

constituents are more important than an omitted article or inflectional morpheme in the third person singular".

Continuing with the authors above claim that the teacher has to use the correction strategy according with the stage of the lesson. During the second part of the lesson, correction should be predominantly direct and immediate. However, the authors suggests that during the third part of the lesson, communication should not be interrupted.

As Bitchener and Ferris (2012, p. 52) refer that several studies have been done previously, which investigate the effectiveness of the Corrective Feedback (CF), focusing on providing feedback to the L2 writers, allowing them to review a part of the writing, often, these studies were carried out in composition or writing classes, the goal was to help these writers to improve the accuracy of their drafts.

Pawlak (2014, p. 250) says, "when it comes to written corrective feedback, the extent to which it should be provided as well as how this should be done also hinges upon the purposes and types of activities which learners are required to perform or, to be more precise, the writing assignments they complete".

Moreover, Schmitt (2002) specifies that feedback seen to be a necessary part of grammar instruction. Feedback mechanism extent the range from direct correction by the teacher to changes, in which the teacher reformulates correctly what the learner has just said erroneously, for giving the students the space to correct themselves.

Celce-Murcia and Hilles (1988) emphasize that one priority in the classroom is to identify what needs to be corrected. The authors cited that ESL learners' errors are hierarchical. They additional to that information, divided errors into two broad categories:

Global mistakes are those that violate rules involving the

overall structure of a sentence, the relations among

constituent clauses or, in a simple sentence, the relations

among major constituents. Local mistakes cause trouble in a

particular constituent or in a clause of a complex sentence

(Celce-Murcia and Hilles, 1988, p. 20).

Harmer (2004) said "teachers should intervene with editorial comment, motivating suggestions, or language advice. Students, indeed, expect feedback on what they are doing or what they have done".

Celce-Murcia and Hilles (1988) suggest that correction should be immediately during the second part of the lesson. However, communication should not be interrupted in the third part of the lesson.

**Previous studies**

There have been many studies conducted on grammatical errors and mistakes in EFL learners' writings. The first study is presented by Basrah (2013) who identified grammatical errors carried out by ESL upper secondary school learners in writing. As described by the author, this project identified the grammatical errors made by second language learners of English (ESL). It was conducted on 15 students of a boarding school in Kuantan. For their grammatical errors to be identified, samples of their written work under the genre of narrative writing were collected. Subsequently, the errors were recorded and classified based on types and forms of errors such as the wrong or inappropriate uses of Nouns, Verbs, Adjectives (Parts of Speech) and Tenses. At the same time, it was discovered that the most frequent types of error being committed are errors in the use of Tenses, followed by errors in the uses of Verb and

Noun. Meanwhile, the least number of errors are those of the use of Gerund. The results reveal that every student commits at least one error in the use of Tenses.

In addition, this study provides useful information as well as the analysis and discussion on various errors which are commonly found in narrative writing.

Another research focused on grammar errors is conducted by Al-Saudi (2013). This study is aims to analyzed errors and spelling mistakes of EFL learners. The author's purpose with this case study is to seek the spelling difficulties the students have when writing English. The objectives the author suggests are, to explore the reasons behind students' errors which provide evidence of how language is learned, and to identify teaching strategies and remedial procedures that might help students as well instructors to remedy the wrong ways of misspelling. With these, the author focused more on spelling mistakes, even so, the information will contribute to the topic. The sample are EFL students of English language in one of the Jordanian Universities, Tafila Technical University (TTU). It aims at identifying the types of errors students at TTU make in spelling when answering essay questions. The study was conducted based on the information observed and gathered by the researcher within two years from students' answer sheets. Because of the irregularities of spelling rules and the confusion or misspelling English pronunciation sometimes brings about, this study is conducted to suggest solutions to spelling mistakes and to find out why most students make such mistakes in spelling. The author concludes saying that students should be introduced to the importance of writing vocabulary correctly, which will make them more cautious and interested in writing English, which reflects their own characters.

Another study was conducted referring to feedback to grammar mistakes in EFL classes by Rauber and Gil (2004). The sample in this case study is about two pre-intermediate groups in which the authors find that explicit correction is the most frequent type of feedback to

grammar mistakes. For the data collection process it was necessary to did classroom observations and a questionnaire was given to students in order to investigate their feelings about the teacher's feedback procedure. This article presents the analysis of feedback to grammatical mistakes in two English as a Foreign Language (EFL) classrooms and how learners view this kind of correction. The data are drawn from transcripts of audio-recordings of ten classes of two pre-intermediate groups, totaling 7.5 hours of observation in each group. The two groups were taught by the same teacher, and a questionnaire was given to the learners in order to investigate their feelings about the teacher's feedback procedure. Authors declare that according with observations, most of the learners responded to correction consciously appreciated correction and considered it important for the development of their linguistic competence.

In addition, the next study was carried out by Al-Buainain (2006) who exposed students' writing errors in EFL. This paper is an outcome of teachers' concerns and efforts to identify areas of difficulty in the writing skill among EFL students and to work out remedial procedures to help them overcome their weaknesses. The sample here is the first year University students majoring in English in the University of Qatar.

The data of the study is 40 exam scripts of the first Writing Course. The sample of the study are female students majoring in English (no male students were enrolled in this course during that time) whose ages range from eighteen to twenty years. These learners have finished 6 years of English language instruction at school and are taking English courses including reading, grammar and lab.

Two topics were given to the students. In the first topic, students were asked to write a letter of 200 to 250 words and in the second topic students were to write a text of 350 to 400 words in a time pressure of two hours. According to the author, progressive and perfect

aspects are especially difficult for Arab learners of English, at the same time, the author states that there are many cases exemplifying the misuse of verb tenses and aspects in English, saying that "the students had a hard time selecting the appropriate verb form".

Finally, a study presented by Alhaysony (2012). This study pretends to analyzed article errors among Saudi female EFL Students. This research's data were collected from written samples of 100 first-year female EFL students at the Department of English in Saudi Arabia. Students were given one-and-a-half hours to write on one of six different descriptive topics related to their life and culture. The results showed that while students made a considerable number of errors in their use of articles, omission errors were the most frequent, while substitutions were the least frequent. Additionally, among all types of omission errors identified, the omission of the indefinite article 'a' was the most frequent. In sharp contrast, the omission of the indefinite article 'an' was the least frequent error. It is one of the most difficult areas of acquisition for even the most advanced learners who have perfectly learnt all other features of the language. The conclusion the author reach was that EFL instructors may tolerate these errors and look at article errors as more serious.

**Method**

**Setting and participants**

This research is an integrated holistic case study which took place in an institution of higher education in the city of Loja. Twenty seven students of Communicative Grammar II courses "A" and "B" were selected as a sample, sixteen female and eleven male, their ages are eighteen to twenty years. For this study, two grammar teachers were also included.

**Procedures**

In order to gather the information for the literature review, it was vital to take some authors' opinions in consideration, therefore, the intention with the literature review is to provide a context and a justification of the investigation to be carried out.

With regard to obtaining good results in this research study, it was claimed the help of some valuable instruments such as, students' questionnaire, teachers' questionnaire, and a narrative passage which helped us to collect the required information. The questionnaires on the teaching process of grammar was applied to both teachers and students, it included questions related to activities in the classroom in order to find information about errors and mistakes. The questionnaire consisted of nineteen questions which are divided into single response, multiple choice and opened questions. On the other hand, the narrative passage consisted of a question "What are your expectations for the future?" so students had to write 100-150 words in length, taking into account that the narrative passage was analyzed according to the basic principles of grammar, such as: grammar punctuation, the use of subject pronouns, prepositions, adjectives, word order, phrasal verbs, the use of articles, false cognates, and L1 interference.

The methodology to be used in this study will be mixed, taking into account that this research will be: qualitative and quantitative, therefore below it is highlighting the utilities of both.

Due to this case study is a quantitative and qualitative research, it was necessary to apply surveys which had opened questions and multiple choice items format on grammar about errors and mistakes, teaching techniques in grammar classes, and how easy is grammar for students, for this reason, it was necessary to use statistic tables and excel tables. To gather more objective information it was necessary to observe 10 classes, here it was used some observation sheets in which it was assessed how students responded to errors and mistakes when learning grammar also the strategies used by the teacher to help students improve grammar skills and at the same time to see how the teacher responded to students' errors and mistakes.

Consequently, the information obtained by classroom observations, surveys and essays provided by students and teachers will be analyzed based on these writings.

# Discussion

## Description, Analysis and Interpretation of Results

## Quantitative and Qualitative Analysis

This section includes the analysis, description and interpretation of the information gathered from students' and teachers' questionnaires. A narrative passage written by students of Grammar in courses "A" and "B", and class observations were considered as well.

## Students' Perceptions

Students Courses "A" and "B"

## Graph 1

*Have you studied English before college?*
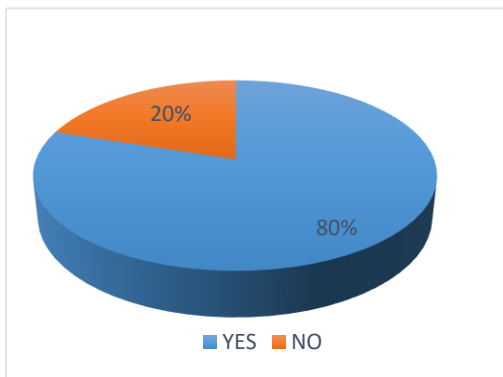


**Author:** Lizeth Gonzaga
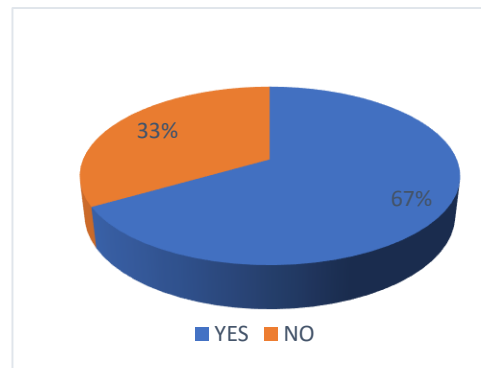
**Source:** Communicative Grammar II

Course "A" questionnaire

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II

Course "B" questionnaire

Graph "A" shows that eighty percent of students have studied English before starting University. However, 20% of students have not studied English before college. In contrast with graph "B", 67% of students have studied English before college, and 33% did not.

Regarding this topic, Brown (2007) explains that the beginner level is unable to function in the spoken language, also it is able to satisfy immediate needs using rehearsal statements. According to class observations, the average of students in course "A" have a better level of English that in course "B", it could be because as graphs show in course "A" there are more students who learned English before college, while in course "B" there are less students with that opportunity. It may be because to less motivation in the student.

**Graph 2**

*Do you like to study English?*
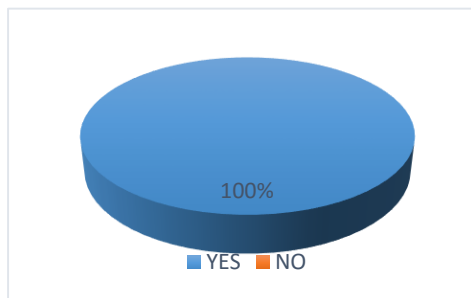


100%

YES ■ NO



17%

83%

YES ■ NO

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II – Course "A" questionnaire
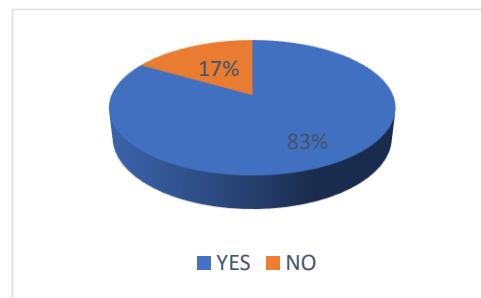
**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II Course "B" questionnaire

According to the answers provided by students, 100% of students in course "A" and 83% of the students in course "B" seem to like to study English. The aforementioned results

coincide with class observations, in which it was demonstrated the majority of students are interested in learning English as a foreign language.

On the other hand, 17% of students in course "B" said that they do not like to study English at all. This result might be because they do not feel motivated. In the learning process motivation is one of the main factors that stimulate students to talk in English because if learners are not motivated to actively participate in the class they will not be able to increase their speaking abilities.

Regarding motivation, Harmer (2001) explains "motivation is some kind of internal drive which pushes someone to do things in order to achieve something".

Continuing with Harmer's idea, it is expressed by the author that extrinsic motivation is caused by any number of outside factor, for example the need to pass an exam, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual.

**Graph 3**

*Do you think that receiving feedback from your teacher is important for your language improvement?*
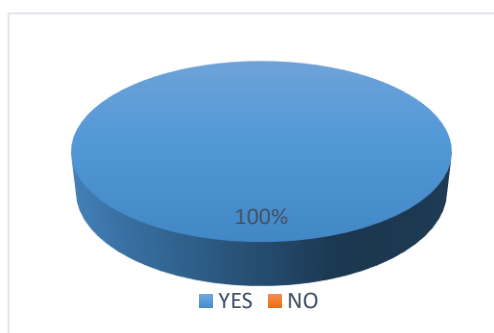


**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II – Course "A" questionnaire
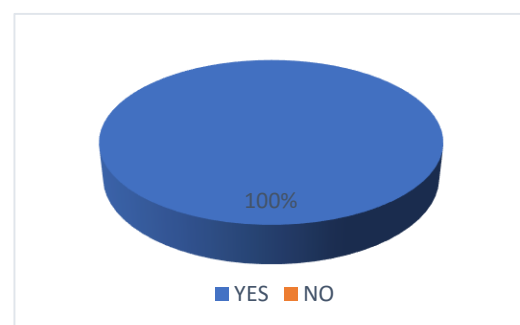
**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II Course "B" questionnaire

As can be seen in graph 3, 100% of the students in both, courses "A" and "B" think that receiving feedback is very important. According to the information gathered by observing classes showed that in fact, students ask the teacher when get confused or have doubts about the topic and the instructions.

Offering feedback to students is important for communication, every teacher has to give feedback to students, it is important so learners are aware of mistakes they possibly make. As it was observed, some students felt motivated to ask the teacher when they had doubts, a minor group just felt more comfortable asking a classmate.

According to Brown (2001) and Harmer (2007), assessment and correction can be good during oral work, teachers do not necessarily correct all oral production in the same way, it depends upon the stage of the lesson, the activity, the type of the mistake made, and the particular student who is making that mistake.

Teachers spend much time in feedback, the truth is that feedback need to be meaningful, clear and helpful.

The other important thing when giving feedback it is to be clear when correcting our students' writings, teachers have to know how to evaluate students' papers, essays, etc. Harmer (2001) states that one way of seeing feedback it is to consider to respond to students' work rather that asses or evaluate what they have done.
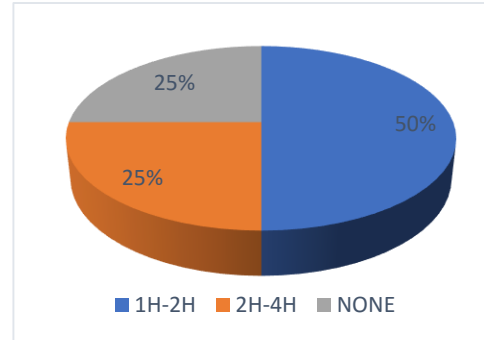
**Graph 4**

*How many hours per week do you study grammar out of the hours of class?*
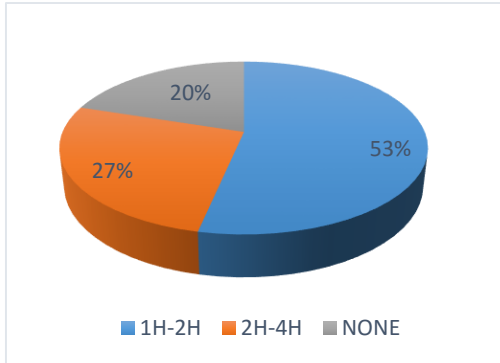


**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II –

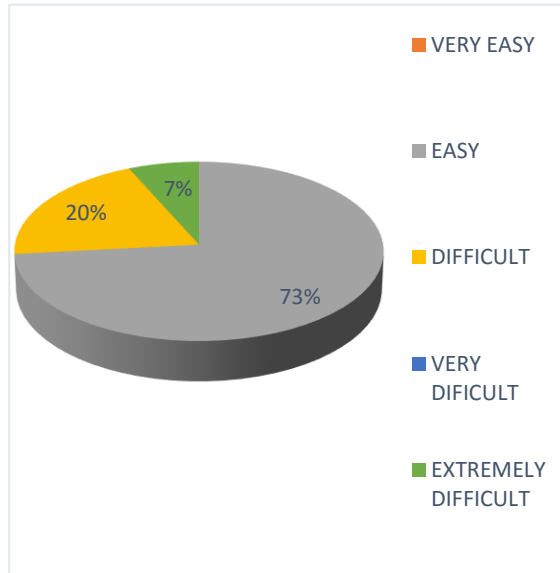Course "A" questionnaire



**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II

Course "B" questionnaire

Graph 4 "A" shows that fifty-three percent of students have studied grammar about 1 hour or 2 hours per week, 27% of students have studied grammar about 2 hours or 4 hours per week, and 20% did not study grammar out of the hours of class. Graph 4 "B" shows that 50% of students study English 1-2 hours per week, 25% of students said they study English between 2 and 4 hours, and 25% of students did not study English out of the hours of class. Studying grammar after the hours of class implies that students care about their studies, unfortunately, 3 students do not study grammar out of the hours of class.

Regarding to how much time students spend studying English, Harmer (2001) states that a person might be motivated by the enjoyment of the learning process itself, or the desire to make themselves feel better.
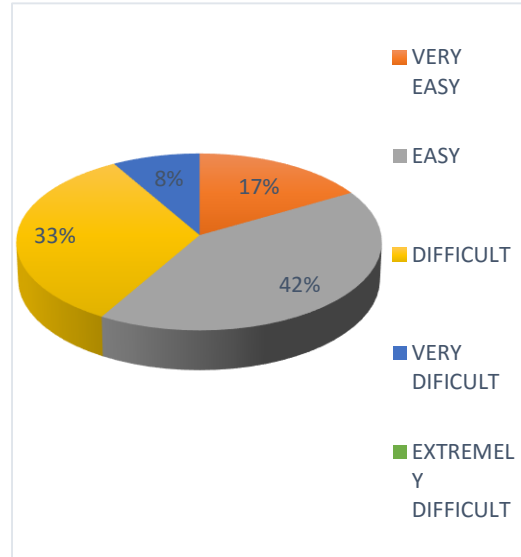
# Graph 5

*How easy is grammar for you?*



**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II –

Course "A" questionnaire



**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II

Course "B" questionnaire

Graph 5 shows that in course "A" 73% of students answered that grammar is easy for them, however, 20% of students said that English is difficult, one student that represents 7% of the total of students said that English is extremely difficult.

On the other hand, in course "B" 42% of students said that grammar is easy, 33% expressed that grammar is difficult, 17% said that it is very easy, and 8% assumed that it is very difficult.

According to class observations, most of the students in both courses "A" and "B" looked very participative, enthusiastic and keen. Students showed security when the teacher explained grammar rules.

Talking about grammar issues, Harmer (2001) states that the grammar of a language is a description of the ways in which words can change their form and can be combined into sentences in that language.

Also, Harmer (2007) expresses "teachers should intervene with editorial comment, motivating suggestions, or language advice. Students, indeed, expect feedback on what they are doing or what they have done".
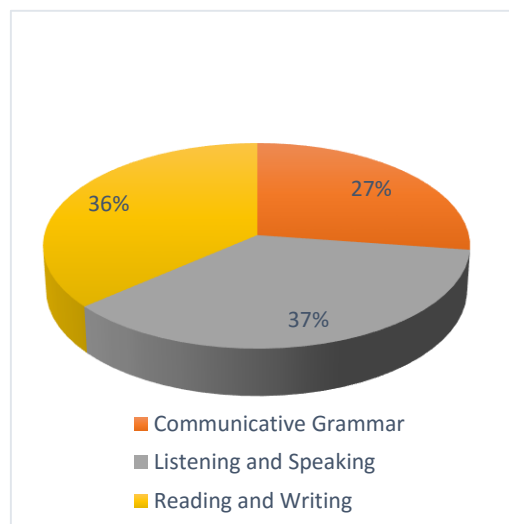
**Graph 6**

*Which skill do you develop the most?*
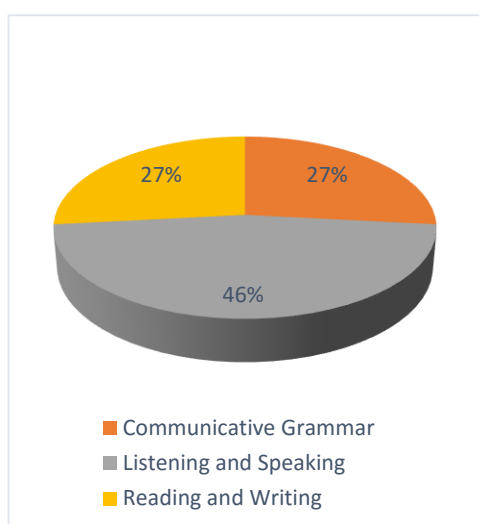


**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II –
Course "A" questionnaire

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II
Course "B" questionnaire

In course "A", Listening and Speaking was the assignment selected by Forty-six percent of the total of students, while 27% of students selected Reading and writing, and 27% of students selected Communicative Grammar skills.

In course "B", 37% of the students devoted time to practice listening and speaking skills, 36% of the students dedicate more time to study reading and writing, and 27% of students dedicate more time to study grammar.

The observations revealed that students like to practice the speaking skill, this might be because it provides chance to practice real-life concerns in a safe environment of the classroom.

This idea emphasizes that students through speaking try to use all the vocabulary they know and as a result, students gradually become autonomous language users. This means that learners will be able to use words and phrases fluently without very much conscious thought.

Harmer (2007) stated that it will probably be necessary for teachers to correct mistakes made during speaking activities in a different way from those made during a study exercise. Harmer suggests that when a student is repeating sentences, trying to get their pronunciation exactly right, then the teacher will often correct every time there's a problem.

It is important to mention that speaking is a skill that is always associated with listening, because they complement the students' knowledge about the language. Every student in the classrooms what to be able to understand what the teacher is saying, this is why they start listening and consequently, speaking, like Harmer (2007) said "listening is good for our students' pronunciation."

According to Nation and Newton (2009), a good listening and speaking course is based on the four strands, here, it is an idea called learning through meaning focused input, that is learning through listening and reading, where the learners attention is on the ideas and messages conveyed by the language.

The other one is called meaning focused output, learning through speaking and writing where the learners' attention is on conveying ideas and messages to another person.

According to this information, it is important to know that meaning focused output and meaning focused input are important in an English class.
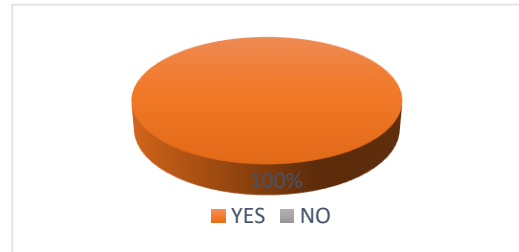
**Graph 7**

*Do you think that Grammar will help you improve your English?*
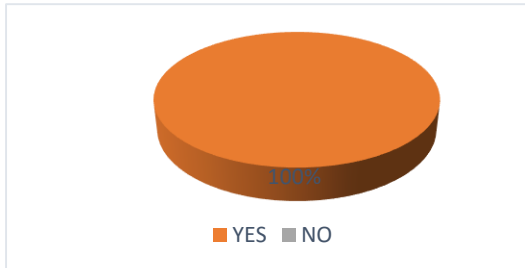


**Author:** Lizeth Gonzaga

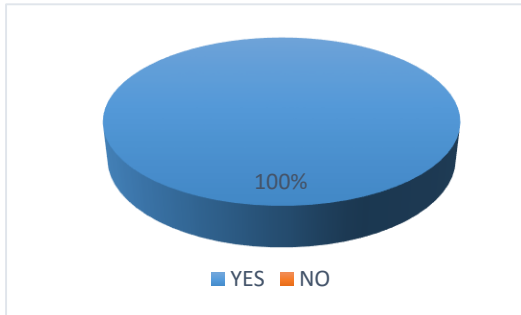**Source:** Communicative Grammar II –

Course "A" questionnaire



**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II

Course "B" questionnaire

Graph 7 shows that a hundred percent of students in courses "A" and "B" think that Grammar is willing to help when learning English. It can be understood that students know how important grammar is when learning a new language. Classroom observations showed that students felt motivated when learning grammar, students were participative, and they liked to answer when teachers asked questions related to grammar rules. However, as Zhang (2006) claims that probably the bad teaching gave rise to errors by learners, and if the teaching methodology improved to perfection, errors would be avoided and the learners would be allowed to learn that pure and correct form of the target language.
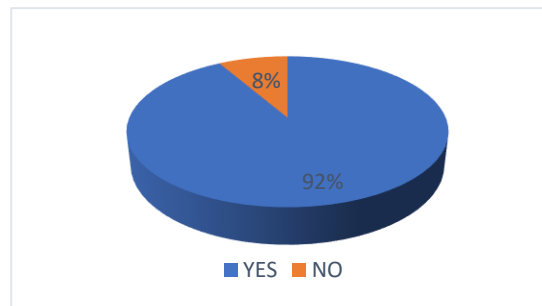
**Graph 8**

*Do you like when your teacher corrects your mistakes in the classroom?*



**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II – Course "A" questionnaire

**Author:** Lizeth Gonzaga

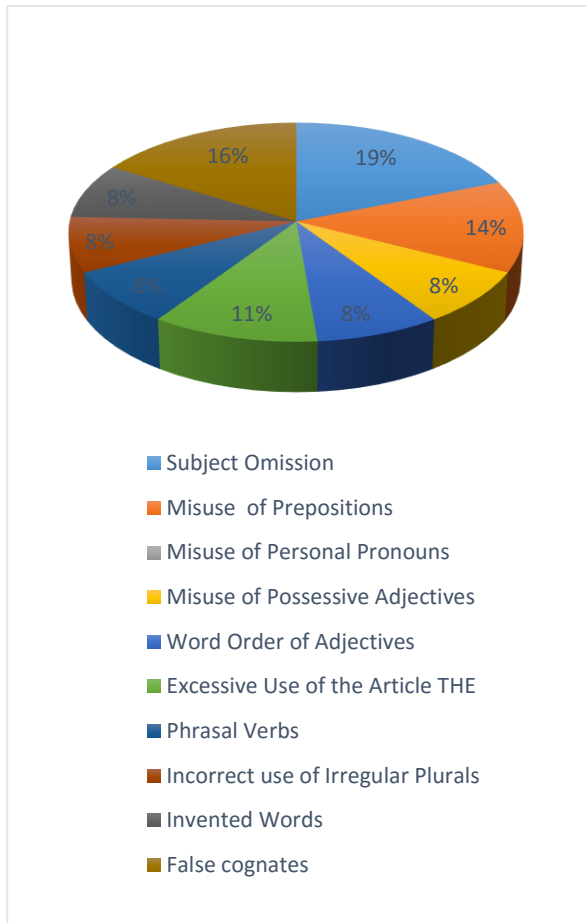**Source:** Communicative Grammar II Course "B" questionnaire

Analysis of this graph shows that in course "A" 100% of students *agree* when teachers correct mistakes in the classroom. However, in course "B", the results show that 92% of students *completely agree* when their teacher corrects their mistakes in the classroom. Meanwhile, 8% of the students do not *agree*. According to classroom observations, students felt motivated to ask when having doubts, students answered that when the teacher corrects mistakes in the classroom they learn more.

Regarding correction of errors and mistakes, Brown (2001) suggests that learners' errors make them internalize understanding of the second language, and therefore they give teachers something observable to react to. This idea is clear when talking about correction in the classroom, so teachers must be aware of learners´ errors and mistakes, still the author said, learners' errors stand out, giving us salient signals of an underlying system at work.

Students' errors in classroom need to be treated, it is a signal that students are internalizing the language. In contrast, in course "B", 8% of students seems to be uncomfortable when the teacher corrects mistakes in the classroom.
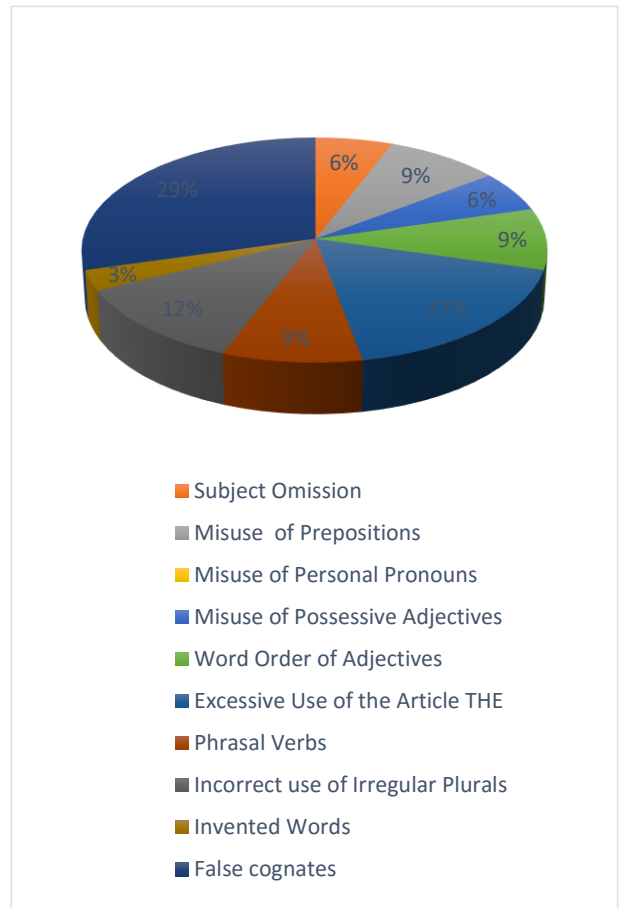
**Graph 9**

*From among the following errors, which are those that you know?*



**Subject Omission**
**Misuse of Prepositions**
**Misuse of Personal Pronouns**
**Misuse of Possessive Adjectives**
**Word Order of Adjectives**
**Excessive Use of the Article THE**
**Phrasal Verbs**
**Incorrect use of Irregular Plurals**
**Invented Words**
**False cognates**



**Subject Omission**
**Misuse of Prepositions**
**Misuse of Personal Pronouns**
**Misuse of Possessive Adjectives**
**Word Order of Adjectives**
**Excessive Use of the Article THE**
**Phrasal Verbs**
**Incorrect use of Irregular Plurals**
**Invented Words**
**False cognates**

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II –

Course "A" questionnaire

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II

Course "B" questionnaire

In course "A", such as the graphic shows subject omission is the grammatical error more frequently made by 19% of students. Likewise, 16% of students selected misuse of false cognates. Apparently, students did not recognize false friends in grammatical terms. Fourteen percent of students selected misuse of prepositions. In addition, excessive use of the article *the* is one of the errors frequently made by 11% of students. Word order of adjectives, misuse of possessive adjectives, misuse of phrasal verbs, incorrect use of irregular plurals, and invented words represent 8% of students.

43

In course "B", the error students frequently made was misuse of false friends. The reason for this is that students are unaware of particular false cognates. Harmer (2001) gives some examples saying that some words usage have similar sounding in Spanish language and in English. For example: actualmente in Spanish means currently, not actually; carpeta in Spanish means folder, not carpet; colegio means high school, not college; grosería in Spanish means crudeness, not grocery; realizar means to come true, not realize; librería in Spanish means bookshop, not library; embarazada means pregnant, not embarrassed. In the same way, Harmer (2001) emphasizes that such so called false friends are common between romance languages.

Continuing with the analysis, 17% of students made excessive use of the article *the*; 12% represents incorrect use of irregular plurals while 9% represents misuse of phrasal verbs, word order of adjectives, and misuse of prepositions. Misuse of possessive adjectives represents 6%; the remaining 3% denotes invented words. Finally, the last score is 0% for misusing of personal pronouns.

### *Analysis of narrative passages*

Analysis of the narrative passages shows that there are multiple errors, including: overuse of article "the", misuse of plurals, misuse of object pronouns, and misuse of prepositions such as *to / for*. Regarding subject omission, in course "A", it coincides with the narrative paragraph written by students, whereas in course B the majority of students answered false friends, while in the narrative passages the most common mistake was misuse of prepositions. However, classroom observations had revealed that students are not aware when performing a mistake until the teacher corrects them.

Regarding this topic, there are specific types of spelling errors that are characteristic of people learning English as a foreign language. For example, it is common to use an English word that looks like a word from their native language. (Dickinson et al., 2013).

As stated by Leki et al (2008), L1 writers used a significantly lower percentage of pronouns than L2 writers, meanwhile L2 writers use more first person singular pronouns than L1 writers. At the same time, Harmer (2001) proposes that one of the easiest rules to explain is the use of the "s" morpheme on the third person of the present simple, saying that we add it with the pronouns he, she, and it. We can say it that we add "s" to all verbs for the third person singular of the present simple unless they are modal verbs.
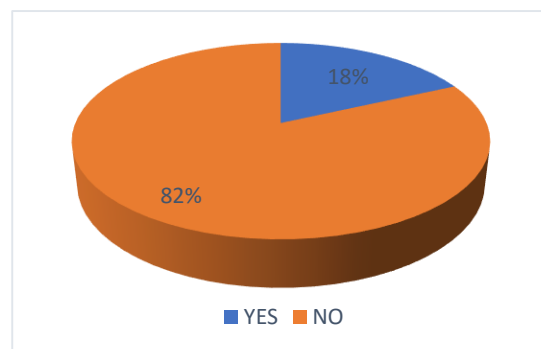
**Graph 10**

*Do you agree with the fact that too much correction in the classroom is a negative factor?*
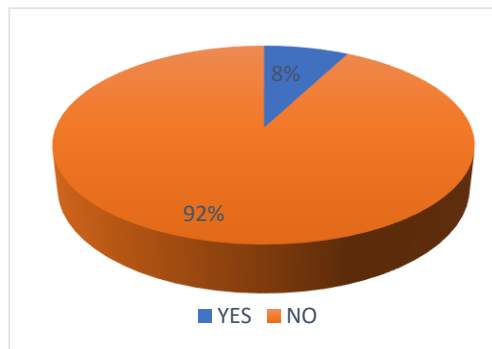


**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II – Course "A" questionnaire

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II Course "B" questionnaire

Considering the students' point of view, graph 10 shows that 92% of students in course "A" think that too much correction is not a negative factor while 8% of students think it is a

negative factor when the teacher corrects every single mistake. Some of the students think that learning from mistakes are totally correct, also that correction is important, and it is good to improve English skills.

On the other hand, in course "B", 82% of students think that it is not a negative factor to correct every mistake in the classroom; however, 18% of students disagree with the statement. During direct classroom observations, it was demonstrated that every time the teachers interrupted their students when they were talking about any topic, the teachers guided their students to pronounce the words correctly just once and as a result students got confused again.

Taking about students' errors and mistakes correction in the classroom, Hendrickson (2011) claims that when avoiding errors in language learning, it is necessary to observe and practice the right model a sufficient number of times. Thus, teachers must remember that an error or mistake which cannot be corrected by students needs more explanation.

Correction in the classroom is important, learners' errors need to be clarified, however, it must be better to recognize the appropriated moment to correct them, so students will be motivated to continue and not feel disappointed or useless. In the other hand, it is important to take into account the difference between product and process approaches, so the teacher have to be clear with those terms at the moment to correct writing mistakes. In this sense, Nunan (1999, p. 272) claims "product-oriented approaches focus on the final product, the coherent, error-free text. Process approaches, on the other hand, focused on the steps involved in drafting and redrafting a piece of work."

With regard to too much correction in the classroom, Brown (2001) argues that a half century ago, writing teachers were mostly concerned with the final product of writing: the

essay, the report, the story, and what that product should look like. For instance, the process approach to writing focus on the process of writing that leads to the final written product.

Consequently, at the moment of correcting written errors, it is necessary to think about our students' written process, so teachers are able to emphasize or correct even in product or process approaches. Additionally, White and Arndt (1991) cited by Nunan (1999) explain that writing is a complex, cognitive process that requires sustained intellectual effort over a considerable period of time.
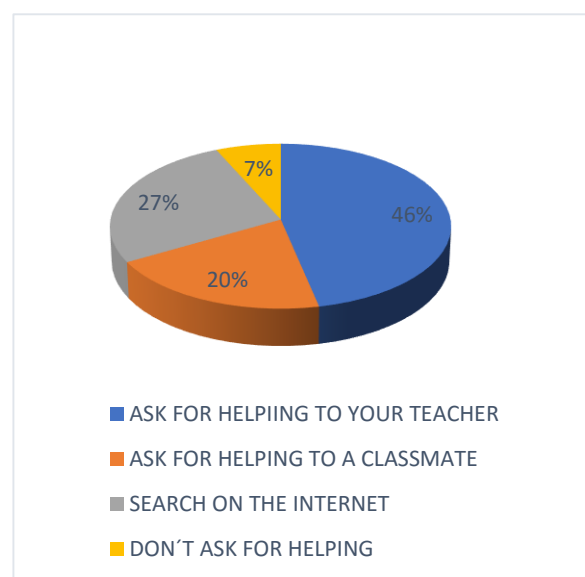
**Graph 11**

*What do you do when you have doubts about your grammar mistakes?*
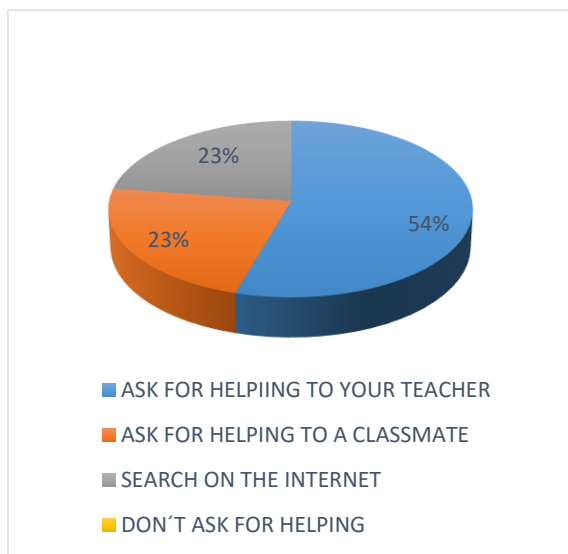


23%
23%
54%

■ ASK FOR HELPIING TO YOUR TEACHER
■ ASK FOR HELPING TO A CLASSMATE
■ SEARCH ON THE INTERNET
■ DON´T ASK FOR HELPING

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II – Course "A" questionnaire



7%
27%
20%
46%

■ ASK FOR HELPIING TO YOUR TEACHER
■ ASK FOR HELPING TO A CLASSMATE
■ SEARCH ON THE INTERNET
■ DON´T ASK FOR HELPING

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II Course "B" questionnaire

Graph 11 shows that most of the students in course "A" selected the option ask for helping to the teacher, which represents 54% of students. Meanwhile, 23% of students ask for

helping to a classmate when have doubts, the remaining group 23% of students mentioned that they look for information on the internet to seek for solutions about grammatical doubts.

While in course "B", 46% of students ask for helping to the teacher, 27% of students search on the internet, 20% ask for helping to a classmate, and 7% do not ask for helping to anybody.

Classroom observations showed that in fact, students ask questions to the teacher when having doubts, every time students had questions they felt free to ask. And according to the observations teachers always answered student's questions without waiting longer.

Regarding clarifying doubts, Brown (2001) claims "The role of teachers must be one of facilitator and coach, not an authoritative director and arbiter". The author also proposes "As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for student opinion, must not impose his or her own thoughts on student writing".
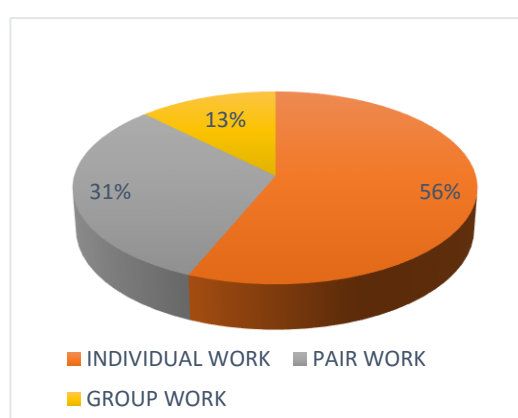
**Graph 12**

*Which are the techniques applied by your teacher in grammar classes?*
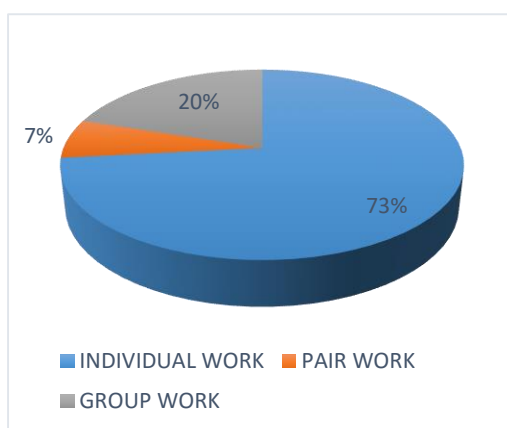


**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II – Course "A" questionnaire

**Author:** Lizeth Gonzaga

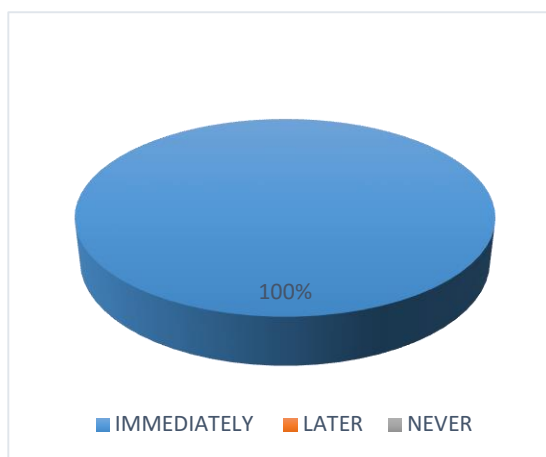**Source:** Communicative Grammar II Course "B" questionnaire

Graph "A" shows that 73% of students chose *individual work* as the technique more used by the teacher, while 20% chose *group work*, and 7% chose *pair work*. On the other hand, graph "B" shows that 56% of students chose *individual work*, 31% chose *pair work*, and 13% chose *group work*. These results coincide with teachers' answers and according to classroom observations teachers used more frequently *individual work*. However, According to classroom observations, teachers in course "A" and "B" did not use neither pair work nor group work.

Regarding strategies, Storch (2013, p. 162) emphasizes "The advantages of pairs over groups is that pairs are more likely to feel a stronger sense of text ownership and hence there may be greater individual contributions to the decision- making process. Research on face-to-face group work has shown that when working in groups on oral or writing tasks, some learners may not feel any pressure to contribute". There is a possibility that in large groups learners contribute very little to the task. Furthermore, when working in pairs, each learner has more opportunities to participate and to practice their language skills.

In the same way, the author holds that a way to encourage group member participation in large groups, it is to assign a group leader. This idea is helpful when the teacher have a large class, so, in order to surely the participation of every person in the group is to assign a leader.
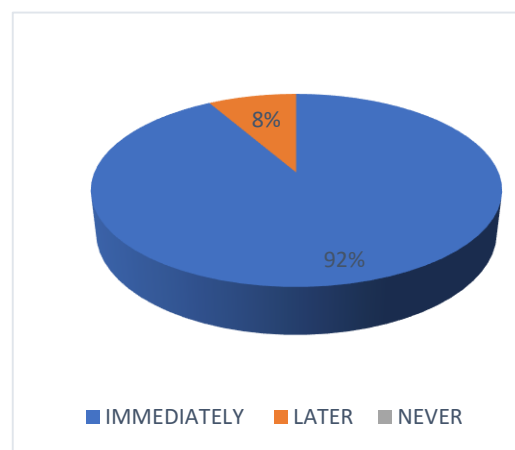
**Graph 13**

*When do your teacher correct your errors and mistakes?*



**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II

Course "A" questionnaire

**Author:** Lizeth Gonzaga

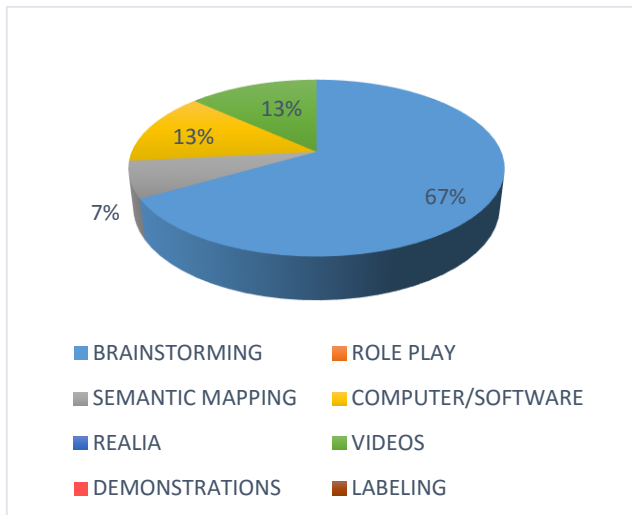**Source:** Communicative Grammar II

Course "B" questionnaire

According to graph 13, in course "A", 100% of students said that the teacher corrects mistakes immediately it occurs while in course "B" 92% of students said immediately, finally, 8% expressed that the teacher corrects later. These results coincide with classroom observations because teachers correct students' mistakes immediately it occurs.

As Celce-Murcia and Hilles (1988) claim that the teacher's feedback and correction is usually considered a final step, it must take place throughout the lesson. Teachers must correct their students' errors according on how the lesson is taking. Moreover, correction should be immediately during the second part of the lesson. However, communication should not be interrupted in the third part of the lesson

Regarding errors and mistakes correction, Pawlak (2014, p. 250) recommends "When it comes to written corrective feedback, the extent to which it should be provided as well as how this should be done also hinges upon the purposes and types of activities which learners are required to perform or, to be more precise, the writing assignments they complete".
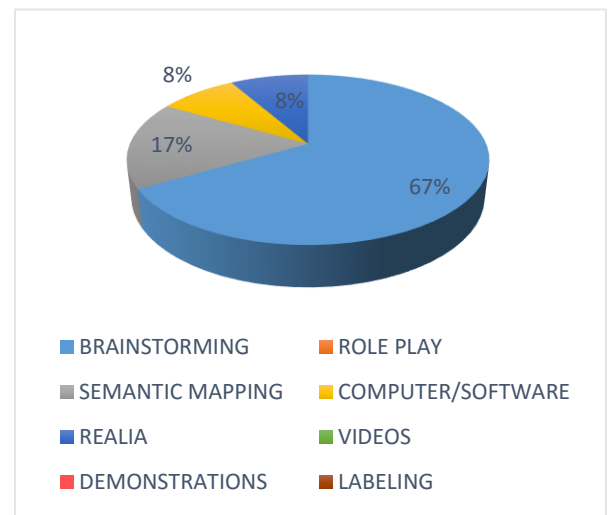
50

**Graph 14**

***Which one of the following strategies does your teacher use more when teaching grammar in class?***



**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II – Course "A" questionnaire

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II Course "B" questionnaire

As graph 14 shows, in course "A" 67% of students chose brainstorming as the strategy more used by the teacher while 13% of students chose videos, 13% indicated computer/software, and 7% picked out the option semantic mapping. While in course "B" 67% of students selected brainstorming, 17% chose semantic mapping, 8% elected computer/software and 8% decided on realia. As observations reveled, the teachers used brainstorming in order to explain grammar rules, even so, teachers did not use brainstorming too often. However, as results showed brainstorming was the strategy more used by the teachers in grammar classes.

According to Brown (2001), brainstorming is a different form of preparation for the lesson in which students can contribute on a given topic in a free and undirected way to generate multiple relations without linking them. Using this strategy in grammar classes does

not need explicit analysis or interpretation by the teacher. This gives the opportunity to students to give ideas about a topic, and so it contributes to writing

Concerning strategies, Harmer (2001) says "simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying English for Specific Purposes (ESP)."

In reference to this topic, Robinson (2013) claims that semantics maps are a convenient way of representing similarities in meaning and multifuncionality in grammar. Additionally, Brown (2007) affirms that the practical applications of computer-assisted language learning are growing as such a quick step that it is almost impossible for a classroom teacher to keep up with the field.

Harmer (2001) "real items are useful for teaching the meanings of words". This author mentions that objects that are intrinsically interesting can provide a good starting-point for a variety of language work and communication activities. Realia gives students ideas for writing, since it is an interesting strategy, this uses students' imagination, if teacher presents students a bunch of things they know, students can use their perceptions to write about the things.

Regarding using videos in class, the author above states that one of the main advantages of video is that students do not just hear the language, they see it too. This techniques aids comprehension in a good way. It is important to realized that video will be a good tool to teach English but with the appropriated topic. As suggested by Harmer (2001), "since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression".

However, Harmer (2001) cited some problems with video, he says "we have to provide video activities that are unique learning experiences and do not just replicate home television viewing".

Brown (2007) states "selected students or teacher illustrate the procedures to be applied in the lesson segment to follow. Includes brief illustration of language or other content to be incorporated".

**Graph 15**

*Do you think it is necessary for your teacher to correct every mistake in the classroom?*
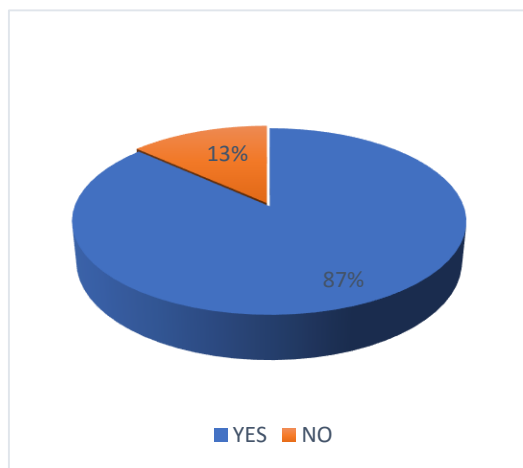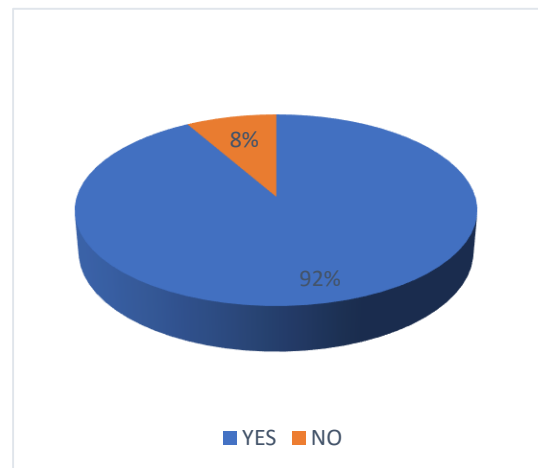


| **Author:** Lizeth Gonzaga | **Author:** Lizeth Gonzaga |
| **Source:** Communicative Grammar II – Course "A" questionnaire | **Source:** Communicative Grammar II Course "B" questionnaire |

Graph 15 shows that in course "A" 87% of students consider necessary if teacher corrects every mistake in the classroom, while 13% of students did not think so. However in course "B", 92% of students think that it is necessary to correct every mistake in classroom, on the other hand 8% of students think that it is not necessary to do so.

Classroom observations showed that the majority of students accept when teacher corrects mistakes, students were attentive to what their teacher say.

As suggested by Harmer (2007), the ways we react to students' work will depend not only on the kind of task the students are given, but also on what we want to achieve at any one point. There are a number of ways of reacting, but these generally fall within one of two broad categories: responding or correcting.

When responding to our students' work we are not only concerned with the accuracy of their performance but also with the content and design of their writing. Harmer (2001) suggests to response to the order in which they have made their points. When responding we are discussing their writing rather than judging it.

However, when correcting errors and mistakes, teachers are indicating that something is not right, teachers correct mistakes in the students' written performance on issues such as syntax, concord, collocation.

**Graph 16**

*How often do your teacher use diagrams to outline the different grammar structures?*
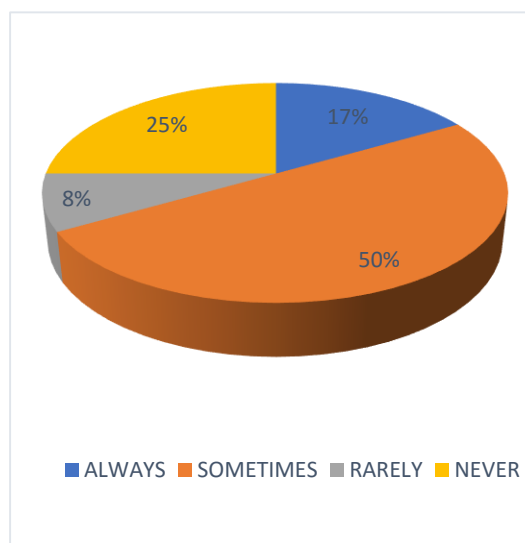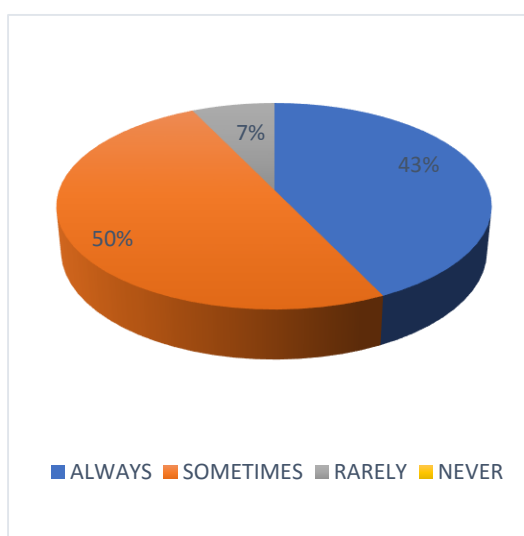
**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II –

Course "A" questionnaire

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II

Course "B" questionnaire

As graph 16 shows that in course "A" 50% of students said that the teacher sometimes uses diagrams in grammar classes while 43% said always, and 7% said rarely on the other hand in course "B" 50% of students said that the teacher sometimes uses diagrams in grammar classes. 25 % of students said never, 17% always, and 8% rarely.

Classroom direct observations revealed that the teachers did not use diagrams to outline the different grammar structures which do not coincide on the answers provided by the teachers who said they sometimes use them.

Schacheter (1972, p. 59) says "The outline itself contains an ordered inventory of basic-sentence components, together with a preliminary discussion of the internal structure of the components and the kinds of meanings they express.  The inventory moves from the more general to the more specific. One kind of diagram is presented like this: as one moves from the top to the bottom, a number of progressively more specific characterizations of the structure of the sentence".

**Teachers' Perceptions**

**Graph 17**

*Do you like to teach English grammar?*
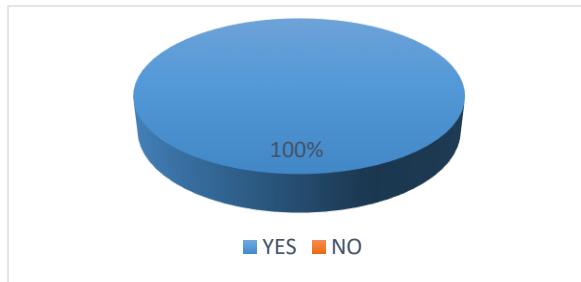


100%

■YES ■NO



100%

■YES ■NO

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II –

Course "A" questionnaire

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II

Course "B" questionnaire

Graph 17 shows that the teachers' (100%) in both, courses "A" and "B" responses they like to teach English grammar. In accordance with classroom observations, the teachers were predisposed to teach and to answer any question students had. According to Sachs and Ho (2007, p. 75) "Grammar may be perceived as boring to our students because of how teachers conceptualized it and what we convey to them. Does our instruction entail the purposeful use of language? What contexts do we provide for our learners to practice the meaningful use of the language? When we correct, how do we do it?"

Regarding teaching grammar, Cajkler and Addelman (2012) advises in favor of learning a language involves as much exposure to it and use of it as possible. Teachers should maximize their own and, more importantly, their pupils' use of the target language.

**Graph 18**

*Do you notice interest in your students when learning grammar?*
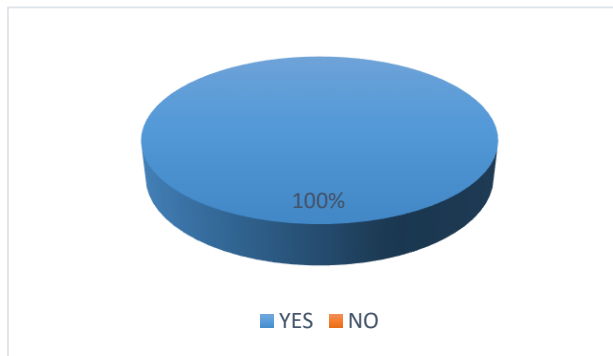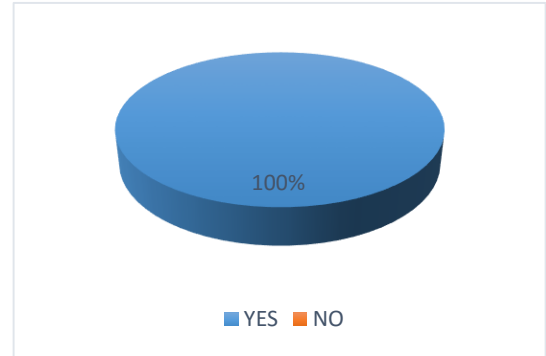


| | |
|---|---|
| **Author:** Lizeth Gonzaga | **Author:** Lizeth Gonzaga |
| **Source:** Communicative Grammar II – Course "A" questionnaire | **Source:** Communicative Grammar II Course "B" questionnaire |

According to the teachers' (100%), students in courses "A" and "B" are interested in learning grammar. Classroom observations revealed that the majority of the students were interested in learning grammar. However, there are students in curse B that do not like to study English grammar. It is necessary to clarify that Communicative Grammar II is taken by students as part of the curriculum in the English major. Many people get upset with English classes, it may be because in an English class learners may be frustrated about the teacher's pronunciation, and there are many other factors like short time per lessons, boring textbooks, listen to the same grammar rules. According to Harmer (2001) "motivation is some kind of internal drive which pushes someone to do things in order to achieve something".

Continuing with Harmer's idea, it is expressed by the author that extrinsic motivation is caused by any number of outside factor, for example the need to pass an exam, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the

individual. Thus a person might be motivated by the enjoyment of the learning process itself, or the desire to make themselves feel better.

"Studies in educational psychology suggest that people learning anything, including second or foreign languages, use at least two distinct strategies: analytical and holistic. Analytical learners, form and test hypothesis: consciously or unconsciously, they extract paradigms and rules from examples. Holistic learners, on the other hand, learn best by doing little or no analysis. Instead, they learn by exposure to large chunks of language in meaningful contexts". (Celce-Murcia and Hilles, 1988, p. 5).

**Graph 19**

*Do you consider that over attention to misformations of words or structures is important?*
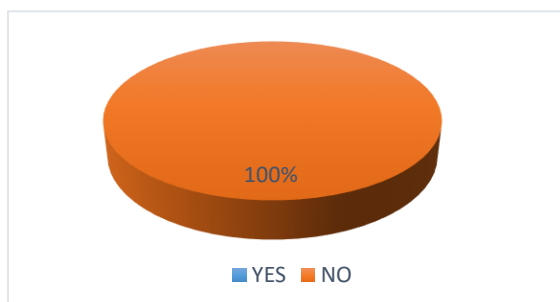


**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II – Course "A" questionnaire
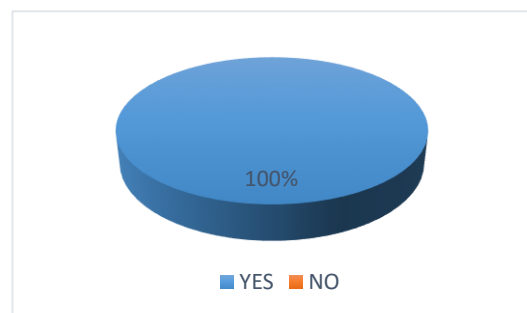
**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II Course "B" questionnaire

The teacher in course "A" said that over attention to malformations in words or structures is not important, while in course "B" the teacher said that it is important. Regarding over attention to malformation in words, Hendrickson (2011) cited "the principal method of avoiding errors in language learning is to observe and practice the right model a sufficient

number of times; the principal way of overcoming it is to shorten the time lapse between the incorrect response and the presentation once more of the correct model."

Students need the teacher to correct mistakes, however, some teachers may think that every mistake should be corrected, this is not true, according with Celce-Murcia and Hilles (1988), one priority (talking about errors in classroom) are errors in the grammatical structures that are being taught at the moment. These errors should be corrected immediately, as they occur.

The authors above cited "errors involving word order, missing obligatory constituents such as subjects, and misuse of semantically full connectors or those that confuse the relationship of clauses or sentential constituents are more important than an omitted article or inflectional morpheme in the third person singular".

Celce-Murcia and Hilles (1988) claims that the teacher has to use the correction strategy according with the stage of the lesson. During the second part of the lesson, correction should be predominantly direct and immediate. However, the authors suggests that during the third part of the lesson, communication should not be interrupted.

**Graph 20**

*What kind of teaching techniques do you frequently apply in grammar classes?*
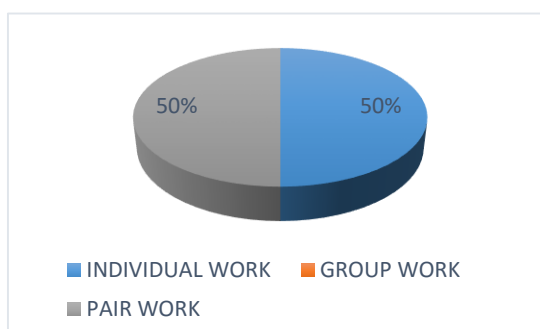


**Author:** Lizeth Gonzaga

Graph 20 shows that the teacher in course "A" uses individual work (50%) as well as pair work (50%). However, the teacher in course "B" uses individual work (100%) in grammar classes.

In this sense, Storch (2013, p. 162) suggests "The advantages of pairs over groups is that pairs are more likely to feel a stronger sense of text ownership and hence there may be greater individual contributions to the decision- making process. Research on face-to-face group work has shown that when working in groups on oral or writing tasks, some learners may not feel any pressure to contribute". There is a possibility that in large groups learners contribute very little to the task. Furthermore, when working in pairs, each learner has more opportunities to participate and to practice their language skills.

Also, the author holds that a way to encourage group member participation, in large groups, it is advisable to assign a group leader. This idea is helpful when teachers have large classes, so, in order to ensure the participation of every person in the group is to assign a leader. According to direct observation classes, the teacher in course "A" did not make groups, likewise the teacher in course "B".

**Graph 21**

*Which one of the following strategies do you use more in grammar classes?*



100%

■ BRAINSTORMING   ■ ROLE PLAY
■ SEMANTIC MAPPING   ■ COMPUTER/SOFTWARE
■ REALIA   ■ VIDEOS
■ DEMONSTRATIONS   ■ LABELING



100%

■ BRAINSTORMING   ■ ROLE PLAY
■ SEMANTIC MAPPING   ■ COMPUTER/SOFTWARE
■ REALIA   ■ VIDEOS
■ DEMONSTRATIONS   ■ LABELING

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II –

Course "A" questionnaire
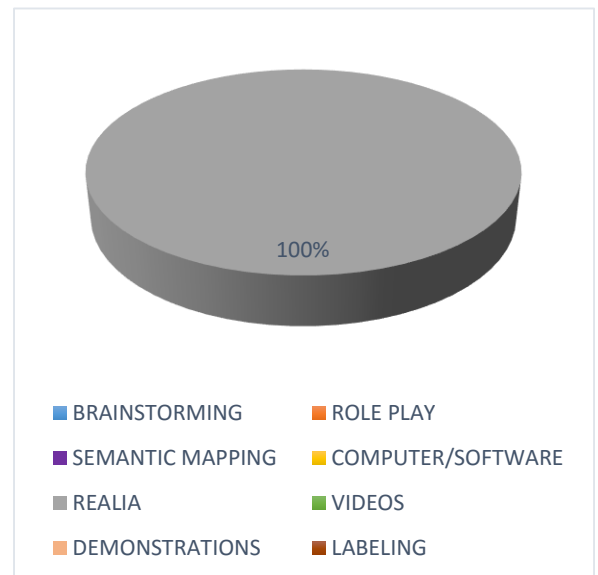
**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II
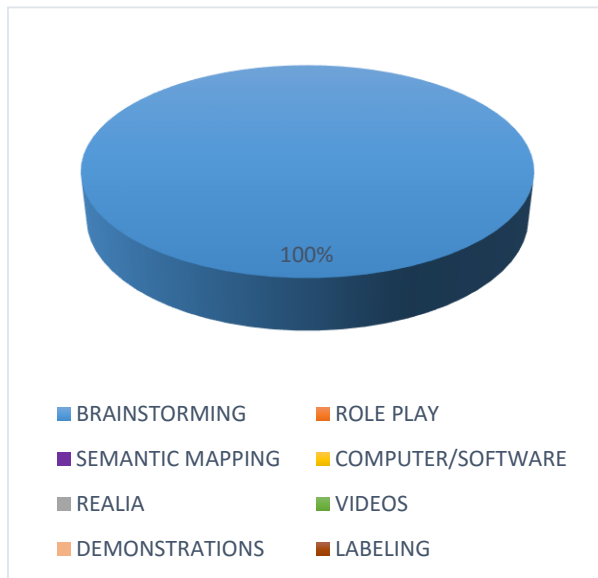
Course "B" questionnaire

Graph 21 "A" shows that brainstorming was the strategy more used by the teacher. Meanwhile, in graph 21 "B" realia was used the most in grammar classes. According to Brown (2001), brainstorming is a different form of preparation for the lesson in which students can contribute on a given topic in a free and undirected way to generate multiple relations without linking them. Using this strategy in grammar classes does not need explicit analysis or interpretation by the teacher. This gives the opportunity to students to give ideas about a topic, and so it contributes to writing.

As stated by Harmer (2001) "real items are useful for teaching the meanings of words". In addition, the author explains that objects that are intrinsically interesting can provide a

good starting-point for a variety of language work and communication activities.
Additionally, realia gives students ideas for writing.

**Graph 22**

*Do you think that corrective feedback can still be positive for students' language improvement?*
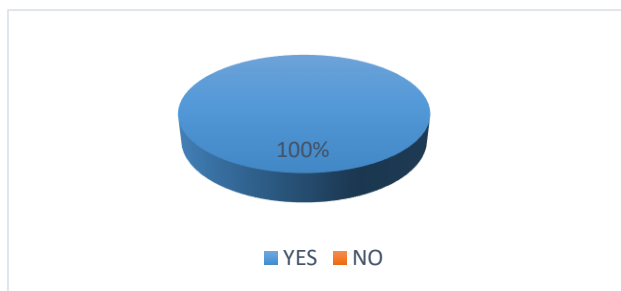


**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II –
Course "A" questionnaire
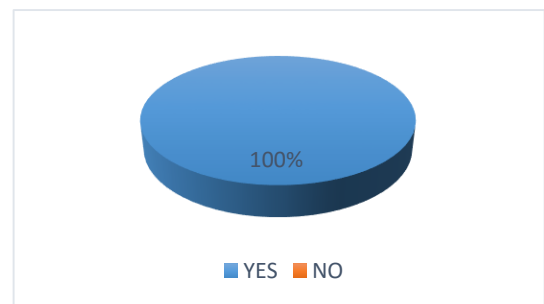
**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II
Course "B" questionnaire

According to graphic 22, the teacher in course "A" (100%) and the teacher in course "B" (100%) think that corrective feedback is positive and important in grammar classes. Regarding this topic, Bitchener and Ferris (2012, p. 52) refer that several studies have been done previously which investigate the effectiveness of the *Corrective Feedback* (CF), focusing on providing feedback to the L2 writers, allowing them to review a part of the writing, often, these studies were carried out in composition or writing classes, the goal was to help these writers to improve the accuracy of their drafts.

It is easy to see if writers who received the corrective feedback improve their accuracy in drafts, so corrective feedback is effective. In this sense, Schmitt (2002) specifies that feedback

seems to be a necessary part of grammar instruction. Feedback mechanism extent the range from direct correction by the teacher to changes, in which the teacher reformulates correctly what the learner has just said erroneously, for giving the students the space to correct themselves.

On the other hand, Kim (2005) cited "Krashen believes that corrective feedback is not only useless but also potentially harmful, since it interrupts the flow of discourse that could provide comprehensible input".

**Graph 23**

*Which one of the following approaches do you use more in grammar classes?*
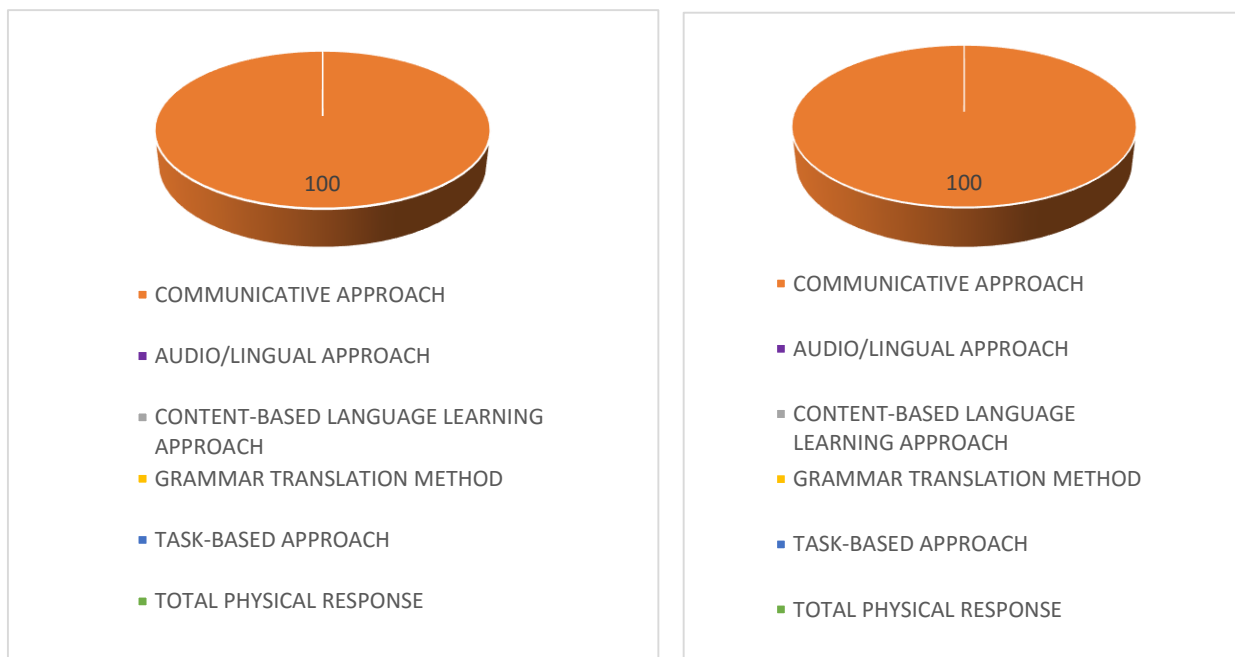


| | |
|---|---|
| 100 | 100 |
| ■ COMMUNICATIVE APPROACH | ■ COMMUNICATIVE APPROACH |
| ■ AUDIO/LINGUAL APPROACH | ■ AUDIO/LINGUAL APPROACH |
| ■ CONTENT-BASED LANGUAGE LEARNING APPROACH | ■ CONTENT-BASED LANGUAGE LEARNING APPROACH |
| ■ GRAMMAR TRANSLATION METHOD | ■ GRAMMAR TRANSLATION METHOD |
| ■ TASK-BASED APPROACH | ■ TASK-BASED APPROACH |
| ■ TOTAL PHYSICAL RESPONSE | ■ TOTAL PHYSICAL RESPONSE |

**Author:** Lizeth Gonzaga                    **Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II          **Source:** Communicative Grammar II

Course "A" questionnaire                      Course "B" questionnaire

Graph 23 shows that the teacher in course "A" (100%) and the teacher in course "B" (100%) use the communicative approach in grammar classes. According to the results,

teachers consider themselves as communicative teachers. In accordance with Larsen-Freeman (1986) cited by Davis and Bernhardt (2007) suggests that the main idea of the communicative approach is to have "communication" as the goal of and the means for language learning. Learners are expected to develop not just linguistic competence, but also communicative competence.

In the same way, Davis and Bernhardt (2007) claims that first languages are acquired in a natural context, through communication driven by the learner, without any formal explanation by a teacher, and holds that in a typical classroom based on the communicative approach, the teachers' role is not an information provider, nor an errors corrector, but a facilitator for communication. Fluency takes priority over accuracy, and the classroom emphasis is on encouraging the learners to communicate. Authors finally suggest that the communicative approach places its focus on communication and rejects explicit grammar instruction in classrooms.

Another approach that is effective when learning a foreign language is the audio-lingual method which has its famous patterns drills. It often consisted of memorized grammatical templates into which lexical items were substituted. (Tyler, et al., 2005).

The audio-lingual method was first designed for army personnel during the Second World War, known by the name of Army Method, in this way, the Army could learn the languages in the territory they were. The teacher conducted repetition exercises and pattern practice drills, so learners had the opportunity to understand the new material through imitation and repetition.

There is another approach known as Grammar-Translation Method. Danesi (2003) argues that the Grammar-Translation Method has a principal characteristic which is the explicit teaching of grammatical rules that learners were expected to memorize and then apply

as best they could to translation tasks. Moreover, the author above exposes that teachers first presented a grammar rule, after that they assigned oral and written translation tasks to students so that their ability to apply the rule could be assessed. However this has its controversy, some people argued that grammar translation method ignored how languages are learned by children, and others claim that students learned best when they have to interpret and produce written dialogues to reflect real life.

In this sense, taking about the different approaches teachers use in grammar classes, it is essential to mention the so called Total Physical Respond (TPR). Brown (2001, p. 31) claims that TPR activities are better at the beginning level of language learning when comprehensible input is essential for activating the acquisition of language and that learners should be as relaxed as possible in the classroom, and that a great deal of communication and acquisition should take place, as opposed to analysis.

Brown (2001) has also emphasized that memory is increased if it is simulated through association with motor activity. The TPR classroom was one in which students did a great deal of listening and acting. Is for this reason that learners retain better the information when the language is associated with series of simple actions.

The author above also claims that TPR has its limitations, it seemed to be especially effective in the beginning levels of language proficiency, but it lost its distinctiveness as learners advance in their competence.

# Graph 24

### *When do you correct students' errors and mistakes?*
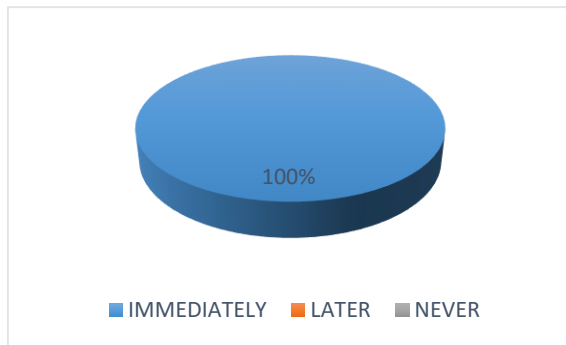


**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II –

Course "A" questionnaire
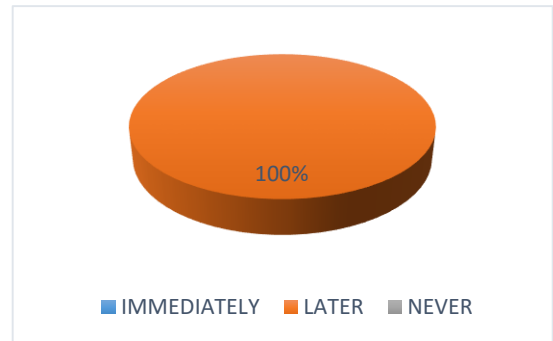


**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II

Course "B" questionnaire

Graph 24 shows that the teacher in course "A" (100%) corrects students' errors and mistakes immediately while the teacher in course "B" (100%) does it later. According to class observations, it was found that the teachers correct students' mistakes immediately as they occur.

Talking about when is it feasible to correct students' errors and mistakes, Celce-Murcia and Hilles (1988) claim that teacher's feedback and correction is usually consider a final step however, it must take place throughout the lesson. Moreover, correction should be immediately during the second part of the lesson. However, communication should not be interrupted in the third part of the lesson.

**Graph 25**

*Do you think it is a good idea to correct every mistake in the classroom?*
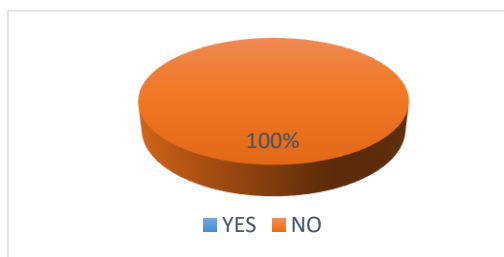


100%

■ YES ■ NO

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II –

Course "A" questionnaire



100%

■ YES ■ NO
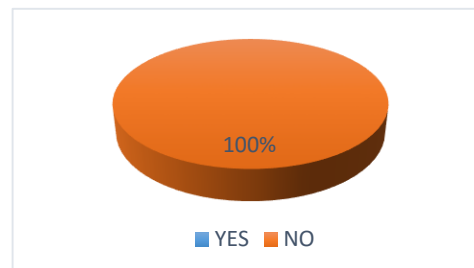
**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II

Course "B" questionnaire

Graphic 25 shows that the teacher in course "A" (100%) and the teacher in course "B" (100%) think it is not a good idea to correct every mistake in the classroom.

Regarding to correction of every mistake students make, Celce Murcia and Hilles (1988) claim that one priority in the classroom is to identify what needs to be corrected.

It is not a good idea to correct every mistake in the classroom, as it was explained before, errors are hierarchical, that means that there are errors that need to be corrected more quickly than others for example, Harmer (2001) suggests that teachers could corrects only verb tenses or only punctuation, or focus instead on word order. It is because, word order facilitates understanding to a greater degree than correcting subject-verb agreement and an omitted article in compositions.

**Graph 26**

*How often do you use diagrams to outline the different grammar structures?*



100%

■ALWAYS  ■SOMETIMES  ■RARELY  ■NEVER

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II –

Course "A" questionnaire



100%

■ALWAYS  ■SOMETIMES

■RARELY  ■NEVER

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II

Course "B" questionnaire

According to graph 26, both teachers in courses "A" (100%) and "B" (100%) sometimes use diagrams to outline the grammar structures in grammar classes. These answers *agree* with students' responses, saying that teachers use diagrams to outline the different grammar structures.

Schacheter (1972, p. 59) says "the outline itself contains an ordered inventory of basic-sentence components. The inventory moves from the more general to the more specific." This idea is clear referring to the use of outlines in grammar classes. It is essential for teachers to provide grammar structures to students so that they understand better the information.

# Graph 27

*From among the following errors, which are those that your students frequently do?*
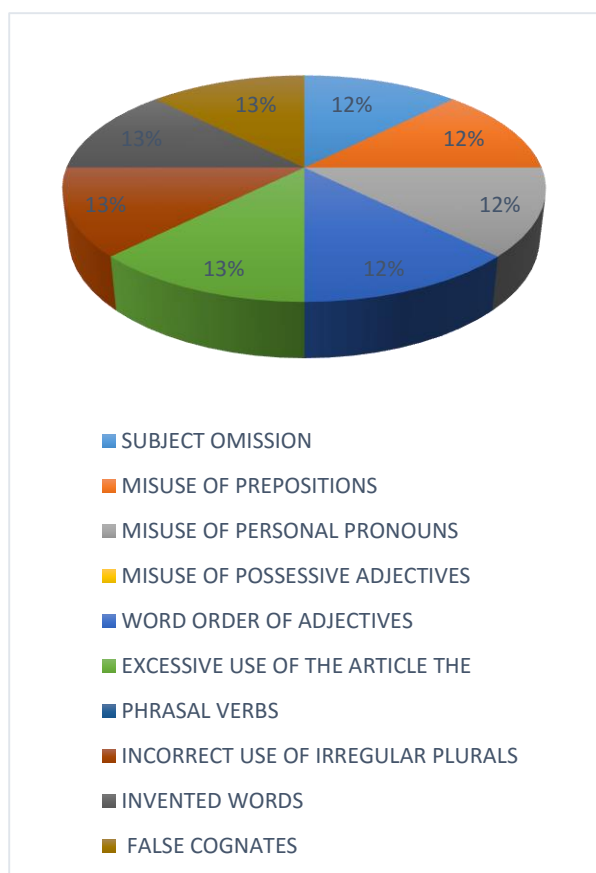


**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II – Course "A" questionnaire
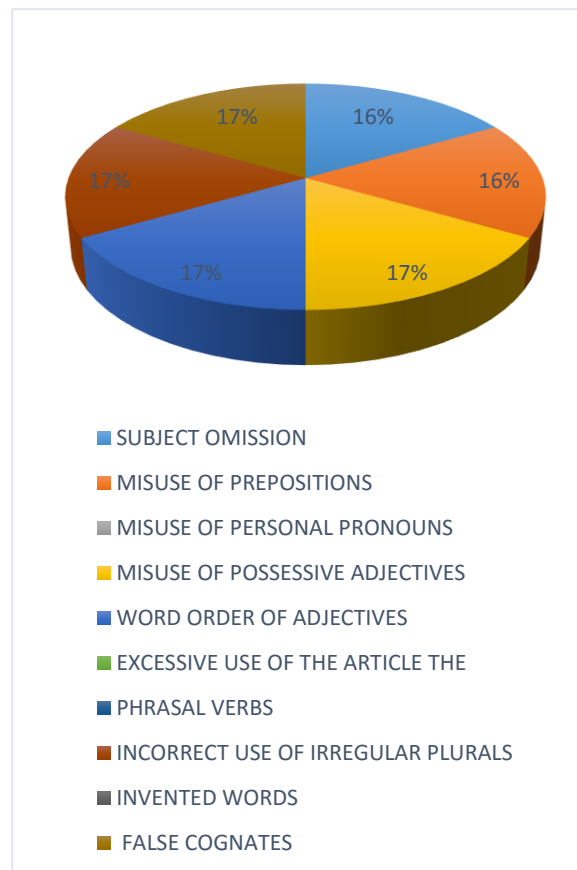


**Author:** Lizeth Gonzaga

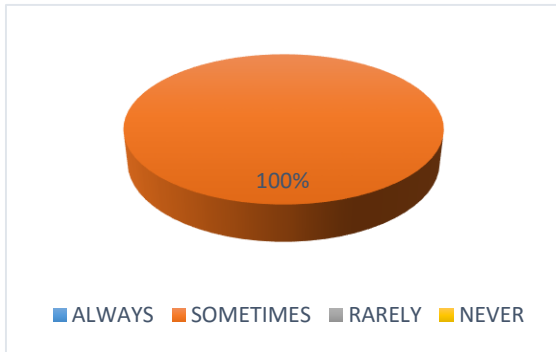**Source:** Communicative Grammar II Course "B" questionnaire

The results of these graphs show that the most common errors in course "A" are: too much use of the article *the*, incorrect use of irregular plurals, invented words, misuse of false friends represented the 13% each one meanwhile subject omission, misuse of prepositions, misuse of personal pronouns and word order of adjectives represent the 12% each one.  Misuse of possessive adjectives and misuse of phrasal verbs represent the 0%.

 In course "B", the most common errors are: misuse of possessive adjectives, word order of adjectives, incorrect use of irregular plurals, misuse of false friends with 17%, while

misuse of prepositions, and subject omission represent the 16%. Misuse of personal pronouns, excessive use of the article "*the*", misuse of phrasal verbs, invented words represent the 0%.

According to the results obtained from the teachers, too much use of the article *the,* incorrect use of irregular plurals, invented words, misuse of false friends, subject omission, misuse of prepositions, misuse of personal pronouns and word order of adjectives seem to be for mother language interference are repeated the most. It occurs because learners tend to be highly dependent on language structures and vocabulary and students do not have a good command of the foreign language. Beardsmore (1982), for example, explains that many of the difficulties foreign language learners have with the lexicon and grammar of the target language are caused by the transfer of linguistic habits from the native language, which leads to errors and mistakes.

**Graph 28**

*How errors should be corrected?*
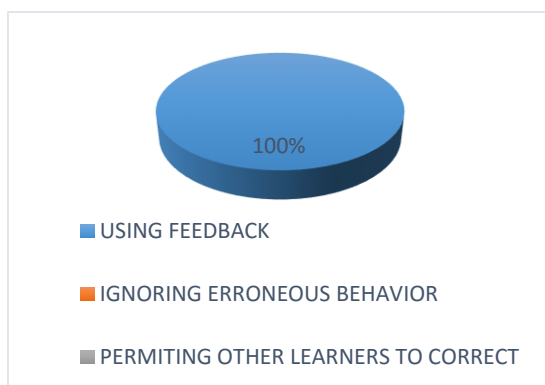


100%

■ USING FEEDBACK

■ IGNORING ERRONEOUS BEHAVIOR

■ PERMITING OTHER LEARNERS TO CORRECT

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II – Course "A" questionnaire



100%

■ USING FEEDBACK

■ IGNORING ERRONEOUS BEHAVIOR

■ PERMITING OTHER LEARNERS TO CORRECT
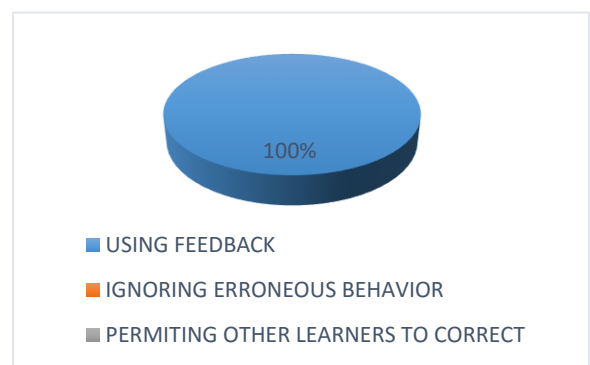
**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II Course "B" questionnaire

As the graph 28 shows that the teacher in course "A" (100%) and the teacher in course "B" (100%) think that errors should be corrected through giving feedback, moreover, it is not a good idea to ignore erroneous behavior.

According to class observations teachers use oral and written feedback. The teachers gave students oral feedback whenever students get confused when reading or when having doubts, also it was noticed that teachers gave students written feedback when in grammar books were found misspelling words, or some kind of written grammar error.

Regarding on how to give written feedback, Harmer (2001) suggests "teachers should intervene with editorial comment, motivating suggestions, or language advice. Students, indeed, expect feedback on what they are doing or what they have done".

The same author claims that when the teacher respond to students' work, the teacher is not only concerned with accuracy, but also with the content and design of their writings. On the other hand, when the teacher corrects students' written performance on issues such as syntax, concord, or collocation, the teacher is focusing on correcting not in responding.

Talking about permitting other learners to correct, Harmer (2001) claims that teachers can also encourage students to look at each other's work and give advice and make suggestions about how it could be improved. Students become, in fact, their colleagues' audience and, sometimes their evaluators.

**Graph 29**

*Do you think it is a good idea to make series of interruptions during students'*

*language production?*
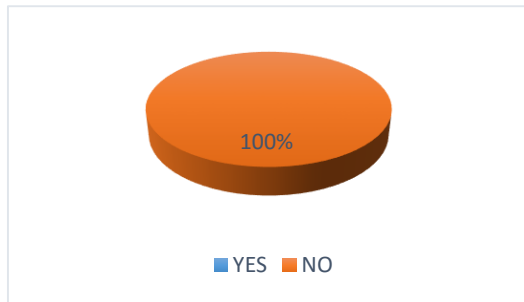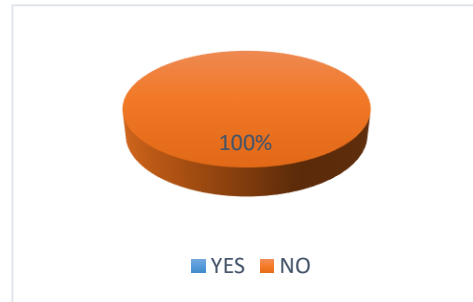


| | |
|---|---|
| **Author:** Lizeth Gonzaga | **Author:** Lizeth Gonzaga |
| **Source:** Communicative Grammar II – | **Source:** Communicative Grammar II |
| Course "A" questionnaire | Course "B" questionnaire |

The answers provided by the teachers in courses "A" (100%) and "B" (100%) manifested that it is not a good idea to make series of interruptions during students' language production. It is clear that teachers have to know when to correct students' errors, however.

According to Celce-Murcia and Hilles (1988) *correction* should be immediately during the second part of the lesson. For instance, communication should not be interrupted in the third part of the lesson.

It is good to know that teachers are aware that too much interruptions when the learner is communicating could bring serious problems, this could lead to a lack of confidence when learning a foreign language. However, as class observations showed, the teachers interrupted learners' language production. For example, teachers made series of interruptions when learners were reading or mispronouncing a word.

**Graph 30**

*Do you think that teaching grammar contributes positively to communicative goals?*



**Author:** Lizeth Gonzaga
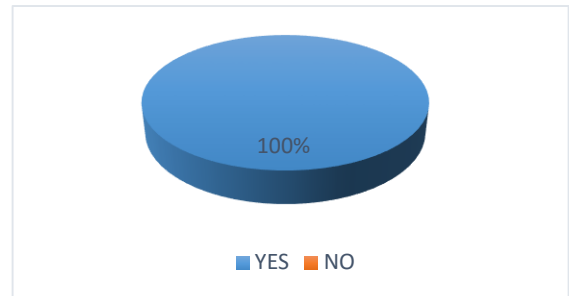
**Source:** Communicative Grammar II –
Course "A" questionnaire



**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II
Course "B" questionnaire

According to graph 30, the teachers in courses "A" (100%) and "B" (100%) think that grammar contributes positively to communicative goals. Taking about grammar as a communicative skill in language, Celce-Murcia and Hilles (1988, p. 8) said that "If grammar instruction is considered appropriate for a class, the teacher's next step is to integrate grammar principles into a communicative framework, since the fundamental purpose of language is communication". In our education context, unfortunately, grammar is often taught in isolated, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they have learned in actual situations.

**Graph 31**

*Do you think that teaching grammar promotes accuracy within fluent, communicative language?*



**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II –

Course "A" questionnaire



**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II

Course "B" questionnaire

   Graph 31 shows that the teacher in course "A" (100%) and the teacher in course "B" (100%) agreed with the idea that teaching grammar promotes accuracy in the communicative language. The different grammar structures the EFL learners learn is going to serve at the moment they communicate with others. That is why Celce-Murcia & Hilles (1988) said that if grammar instruction is considered appropriate for a class, the teacher's next step is to integrate grammar principles into a communicative framework, since the fundamental purpose of language is communication. Davis and Bernhardt (2007) hold that in a typical classroom based on the communicative approach, fluency takes priority over accuracy, and the classroom emphasis is on encouraging the learners to communicate.

**Graph 32**

*Do you agree that too much correction in the classroom is a negative factor?*
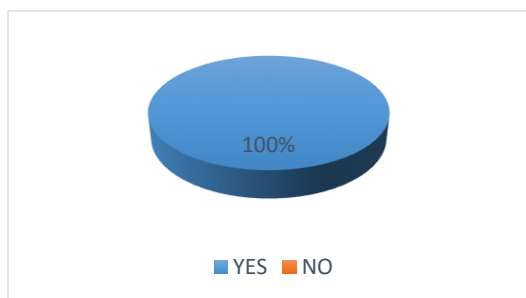


**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II – Course "A" questionnaire
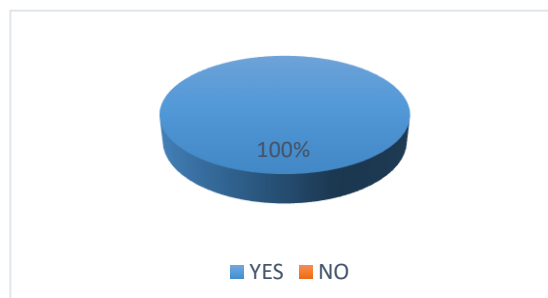


**Author:** Lizeth Gonzaga

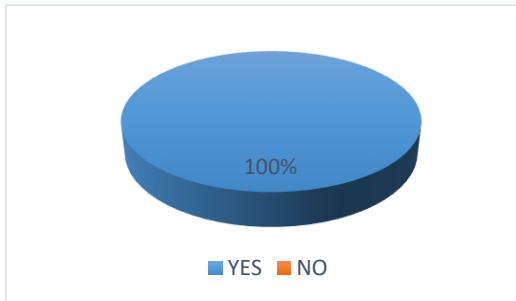**Source:** Communicative Grammar II Course "B" questionnaire

Graph 32 shows that the teacher in course "A" (100%) and the teacher in course "B" (100%) agree that too much correction in the classroom is a negative factor. Harmer (2007) suggests that teachers do not have to correct everything, the teacher could correct only verb tenses or only punctuation, or focus instead on word order. The author claims that it is good to correct two of the paragraphs in a composition.

With regard to students' written tasks, Kaweera (2013), illustrates some frequent errors normally found in the English writing. Errors occur by mother tongue interference and discourse interference aspects. It is important to consider that mother tongue interference and limited linguistic knowledge may be crucial factors in the students' successful acquisition of writing skills in their target language.

Correction in the classroom is important; learners' errors need to be clarified, however, it must be better to recognize the appropriated moment to correct them, so students will be motivated to continue and not feel disappointed or useless. In the other hand, it is important to take into account the difference between product and process approaches, so the teacher have to be clear with those terms at the moment to correct writing mistakes. Nunan (1999, p. 272)

claims "product-oriented approaches focus on the final product, the coherent, error-free text. Process approaches, on the other hand, focused on the steps involved in drafting and redrafting a piece of work".

On the other hand, Brown (2001), argues "a half century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should look like". For instance, the process approach to writing focus on the process of writing that leads to the final written product.

Consequently, at the moment of correcting written errors, it is necessary to think about our students' written process, so we are able to emphasize or correction even in product or process approaches. White and Arndt (1991) cited by Nunan (1999) viewed writing as a complex, cognitive process that requires sustained intellectual effort over a considerable period of time.

**Graph 33**

*Do you consider pertinent to correct your students mistakes frequently?*
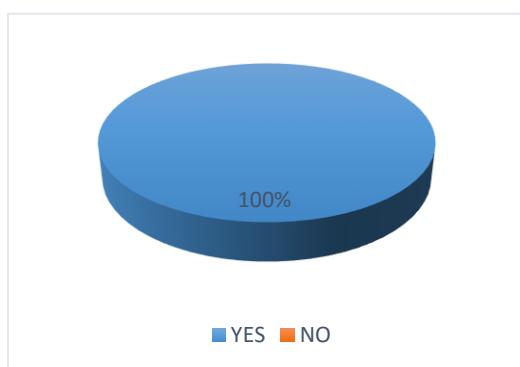


**Author:** Lizeth Gonzaga
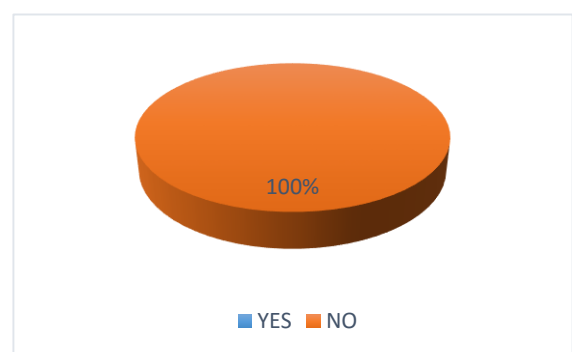
**Source:** Communicative Grammar II – Course "A" questionnaire

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II Course "B" questionnaire

According to graph 33, the teacher in course "A" (100%) consider pertinent to correct students' mistakes frequently while the teacher in course "B" (100%) thinks it is not pertinent to correct students' mistakes frequently.

The teacher has to correct mistakes, however, some teachers may think that every mistake should be corrected, this is not true. According to Celce-Murcia and Hilles (1988), one priority (talking about errors in classroom) is errors in the grammatical structures that are being taught at the moment. These errors should be corrected immediately, as they occur.

**Graph 34**

*What type of feedback do you use to prevent your students to make errors?*
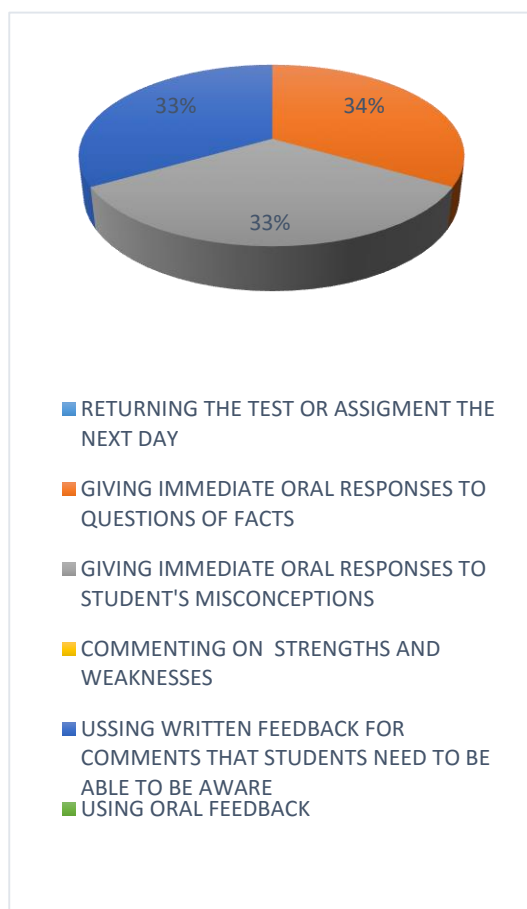


| | |
|---|---|
| 33% | 34% |
| 33% | |

- RETURNING THE TEST OR ASSIGMENT THE NEXT DAY
- GIVING IMMEDIATE ORAL RESPONSES TO QUESTIONS OF FACTS
- GIVING IMMEDIATE ORAL RESPONSES TO STUDENT'S MISCONCEPTIONS
- COMMENTING ON STRENGTHS AND WEAKNESSES
- USSING WRITTEN FEEDBACK FOR COMMENTS THAT STUDENTS NEED TO BE ABLE TO BE AWARE
- USING ORAL FEEDBACK



| | |
|---|---|
| 33% | 34% |
| 33% | |

- RETURNING THE TEST OR ASSIGMENT THE NEXT DAY
- GIVING IMMEDIATE ORAL RESPONSES TO QUESTIONS OF FACTS
- GIVING IMMEDIATE ORAL RESPONSES TO STUDENT'S MISCONCEPTIONS
- COMMENTING ON STRENGTHS AND WEAKNESSES
- USSING WRITTEN FEEDBACK FOR COMMENTS THAT STUDENTS NEED TO BE ABLE TOBE AWARE

**Author:** Lizeth Gonzaga

**Source:** Communicative Grammar II - Course "A" questionnaire

**Author:** Lizeth Gonzaga

Graph 34 shows that the teacher in course "A" uses oral responses to questions of facts (34%), giving immediate oral responses to students' misconceptions (33%). And finally, the teacher uses written feedback for comments that students need to be able to be aware (33%). In course "B", the teacher returns the test or assignment the next day (34%).  Make comments on strengths and weaknesses (33%), and using oral feedback (33%).

Regarding oral responses, Pawlak (2014, p. 250) says "when it comes to written corrective feedback, the extent to which it should be provided as well as how this should be done also hinges upon the purposes and types of activities which learners are required to perform."

According to direct observations, the teachers gave immediate oral responses to students whenever possible, which is good for students to improve their English.

## Conclusions

According to the results, most of the students felt motivated to ask questions when having doubts, students felt comfortable when the teachers corrected errors and mistakes in the classroom. Most of students in both courses "A" and "B" thought that correction and feedback are essential strategies for them in order to learn more.

Most of the students considered that too much correction is not a negative factor because it made them aware of how to avoid to commit errors and mistakes. On the other hand, a minor group thought that it is a negative factor when the teacher corrects every single mistake in the classroom because they felt anxious and demotivated.

The teacher in course "A" considered pertinent to correct students' mistakes frequently, while the teacher in course "B" thought it was not pertinent to correct students' mistakes regularly or repeatedly.

Subject omission and misuse of false friends were the most common mistakes in courses "A" and "B". According to information found in students' essays, misuse of articles and misuse of prepositions were the most common mistakes made by students in courses "A" and "B". It was demonstrated that these occurred in most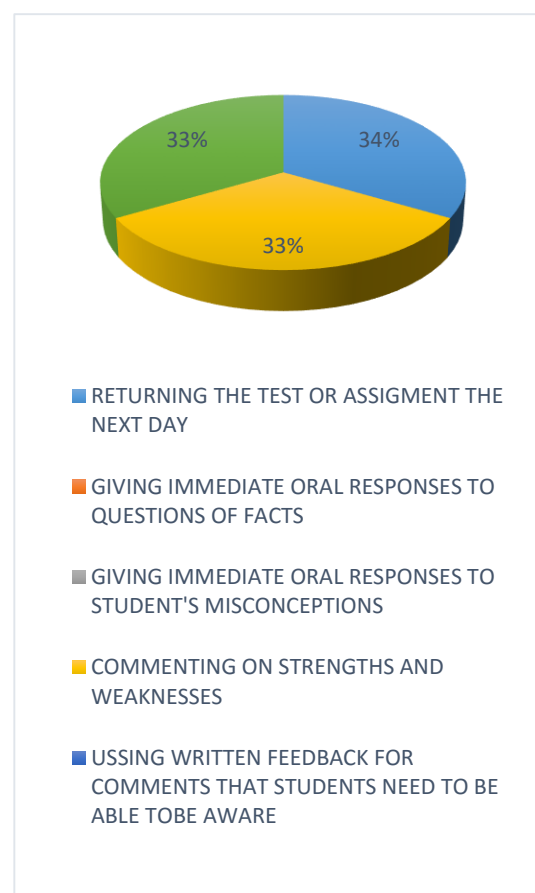 of the cases because Spanish speakers do not use subjects in every sentence and this is caused by mother tongue interference and also it is common to use an English word that looks like a word from their native language.

Most of the students affirmed that brainstorming was the strategy teachers use more in grammar classes. Direct observations revealed that the teachers used brainstorming in order to explain grammar rules, and give specific ideas about a topic with the aim of contribute to writing.

## Recommendations

EFL teachers need to be conscious that motivation is an internal drive which encourages learners to be part of the teaching learning process. Likewise, it is important to consider that when correcting errors and mistakes immediately as they occur, it will provide better opportunities to learn the target language in a feasible way.

Talking about learners' written production, students learn best when they have to interpret and produce written dialogues to reflect real life without translation. The teachers should not use grammar translation method whenever possible because it causes first language interference in the target language.

Specifically for EFL teachers it is highly recommended that feedback encompasses not only correcting students, but also offering them an assessment of how well they have done.

Correction is usually considered as a final step; however, it must take place throughout the lesson. Moreover, correction should be immediately during the second part of the lesson.

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|

# ANNEXES

Dear student, please answer the following questions that will help to gather the required information for researching how to avoid errors and mistakes when studying grammar.

This survey intents to gather information about how can students avoid errors and mistakes when using grammar.

| | |
|---|---|
| **Gender:** F ( )  M ( ) | |
| **How old are you?** | |
| Where are you from? | |

**1. Have you studied English before college?**

Yes ☐
No ☐

**2. Do you like to study English?**

Yes ☐
No ☐

Why:
………………………………………………
………………………………………………..
………………………………………………..

**3. Do you think that receiving feedback from your teacher is important for your language improvement?**

Yes ☐
No ☐

Why:
………………………………………..………
………………………………………….
…………………………………………..

**4. How many hours per week do you study grammar out of the hours of class?**

a. 1 - 2 ☐

b. 2 – 4 ☐

c. None ☐

**5. Please, mark how easy is grammar for you**

a. Very easy ☐
b. Easy ☐
c. Difficult ☐
d. Very difficult ☐
e. Extremely difficult ☐

**6. Please, select the assignment that you dedicate more time to study:**

a. Communicative grammar ☐

b. Listening and speaking ☐

c. Reading and writing ☐

**7. Do you think that grammar will help you to improve when learning English?**

Yes ☐
No ☐

Why:
…………………………………………………
…………………………………………………
…………………………………………………..
…………………………………………………..

**8. How many hours per week do you receive grammar classes?**

…………………..

**9. How do you feel when your teacher corrects your errors and mistakes?**

………………………………………………….
…………………………………………………..
…………………………………………………..
…………………………………………………...

**10. Do you like when your teacher corrects your mistakes in the classroom?**

Yes ☐
No ☐

Why:
…………………………………………………
…………………………………………………..
…………………………………………………..

**11. Do you agree too much correction in the classroom is a negative factor?**

Yes ☐
No ☐

Why:
…………………………………………………
…………………………………………………..
…………………………………………………..

**12. When you have doubts about your grammar mistakes:**

a. Ask for helping to your teacher ☐

b. Ask for helping to a classmate ☐

c. Search on the Internet ☐

d. Don't ask for helping ☐

**13. Which are the techniques applied by your teacher in the communicative grammar classes?**

a. Individual work ☐

b. Pair work ☐

c. Group work ☐

**14. When do your teacher correct your errors and mistakes?**

a. Immediately ☐
b. Later ☐
c. Never ☐

**15. Which one of the following strategies do your teacher use more?**

a. Brainstorming ☐

| | |
|---|---|
| | b. Role play ☐ |
| | c. Semantic mapping ☐ |
| | d. Computer/software ☐ |
| **16. Do you think it is necessary if your teacher corrects every mistake in the classroom?**<br><br>Yes ☐<br>No ☐<br><br>Why:<br>…………………………………………………<br>…………………………………………………..<br>…………………………………………………... | e. Realia ☐<br><br>f. Videos ☐ |
| **17. How often do your teacher use diagrams to outline the different grammar structures?**<br><br>a. Always ☐<br>b. Sometimes ☐<br>c. Rarely ☐<br>d. Never ☐ | g. Demonstrations ☐<br><br>h. Labeling ☐ |
| **18. What does error mean for you?**<br><br>…………………………………………………<br>…………………………………………………..<br>…………………………………………………..<br>…………………………………………………<br>…………………………………………………..<br>………………………………………………….. | |
| **19. What does mistake mean for you?**<br><br>………………………………………………….<br>…………………………………………………..<br>…………………………………………………..<br>…………………………………………………<br>…………………………………………………..<br>………………………………………………….. | |

THANKS FOR YOUR COLLABORATION

Dear teacher, please answer the following questions that will help to gather the required information for researching how to avoid errors and mistakes when studying grammar.

This survey aims to gather information about how grammar teachers manage their classes in order to avoid student's errors and mistakes when learning grammar.

1. **How many years of experience do you have teaching English at university level?**

-------------------------------------------------

2. **Do you like to teach English grammar?**

   Yes ☐
   No ☐

   Why:

----------------------------------------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------

3. **Do you notice interest in your students when learning grammar?**

   Yes ☐
   No ☐

4. **Do you consider that overt attention to malformations in words or structures is important?**

   Yes ☐

   No ☐

   Why:

----------------------------------------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------------------------------
--------------------------------------------------------------------------------------------

5. **What kind of teaching techniques do you frequently apply in grammar classes?**

   Individual work ☐
   Group work ☐
   Pair work ☐

6. **Which one of the following strategies do you use more in grammar classes?**

a. Brainstorming ☐

b. Role play ☐

c. Semantic mapping ☐

d. Computer/software ☐

e. Realia ☐

f. Videos ☐

g. Demonstrations ☐

h. Labeling ☐

**7. Do you think that corrective feedback can still be positive for student's language improvement?**

Yes ☐

No ☐

Why:

…………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………
……………………………………………………………………………………………………….....

**8. Please mark, which one of the following approaches do you use more in grammar classes?**

a. Communicative approach ☐
b. Audio-lingual approach ☐
c. Content-based language learning approach ☐
d. Grammar translation method ☐
e. Task-based approach ☐
f. Natural approach ☐
g. Cognitive academic language learning approach ☐
h. Total physical response ☐

**9. When do you correct student's errors and mistakes?**

Immediately ☐
Later ☐
Never ☐

**10. Do you think it is a good idea to correct every mistake in the classroom?**

Yes ☐

No ☐

Why

…………………………………………………………………………………..…………………………………………
…………………………………………………………………………………………………………..…………………
…………………………………………………………………………………………………………………………
……………………………………………………………………………………………………….....

**11. How often do you use diagrams to outline the different grammar structures?**

    a. Always ☐
    b. Sometimes ☐
    c. Rarely ☐
    d. Never ☐

**12. From among the following errors, which are those that your students frequently do? You can choose more than one.**

a. Subject omission ☐

b. Misuse of prepositions ☐

c. Misuse of personal pronouns ☐

d. Misuse of possessive adjectives ☐

e. Word order of adjectives ☐

f. Excessive use of the article "THE" ☐

g. Misuse of phrasal verbs ☐

h. Incorrect use of irregular plurals ☐

i. Invented words ☐

j. Misuse of false cognates (Words that are Written the same or similar as in English and Spanish but doesn't have the same meaning) ☐

**13. How errors should be corrected?**

a. Using feedback ☐

b. Ignoring erroneous behavior ☐

c. Permitting other learners to correct ☐

**14. Do you think it is a good idea to make series of interruptions during students' language production?**

Yes ☐

No ☐

Why:

………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………...

**15. Do you think that teaching grammar contributes positively to communicative goals?**

Yes ☐

No ☐

Why:

………………………………………………………………………..…………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………..

**16. Do you think that teaching grammar promotes accuracy within fluent, communicative language?**

Yes ☐

No ☐

Why:

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
……………………………………………………………………………………………….………………..

**17. Do you agree that too much correction in the classroom is a negative factor?**

Yes ☐

No ☐

Why:

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
…………………………………………………………………………………………….…………………..

**18. Do you consider pertinent to correct your students' mistakes frequently?**

Yes ☐

No ☐

Why:

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

**19. What does error mean for you?**

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………..

**20. What does mistake mean for you?**

…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

**21. What type of feedback do you use to prevent your students to make errors? You can choose more than one.**

a.  Returning a test or assignment the next day ☐

b.  Giving immediate oral responses to questions of fact ☐

c.  Giving immediate oral responses to student misconceptions ☐

d.  Commenting on at least as many strengths as weaknesses ☐

e.  Using written feedback for comments that students need to be able to save and look over ☐

f.  Using oral feedback ☐

THANK YOU FOR YOUR COLLABORATION

## OBSERVATION SHEET

### Thesis Project

*TYPE OF INSTITUTION:     PUBLIC (  )     PRIVATE (  )*
*DATE: _____*
*TOPIC OF THE LESSON: _____*
**CURSE:** Communicative Grammar
**PERIOD:** April - August 2014
**NUMBER OF STUDENTS**:

| TYPE OF MATERIAL | | No pertinent | Pertinent |
|---|---|---|---|
| Visual | Flash cards | | |
| | Power point presentations | | |
| | Maps | | |
| | Pictures | | |
| | Charts | | |
| | Handouts | | |
| | Posters | | |
| | Word cards | | |
| | White/black board | | |
| | | | |
| Audio | Songs | | |
| | Dialogues | | |
| | Stories | | |
| | Tales | | |
| | | | |
| Audiovisual | Videos | | |
| | Movies | | |
| | documentaries | | |
| | | | |
| Realia | Objects (toys, plants, fruits) | | |
| Online | websites | | |
| Other materials | Book | | |
| | Notebook | | |
| | Magazines | | |
| | Dictionary | | |
| Type of students | Active | | |
| | Passive | | |

| APPROACHES | THE TEACHER USES | THE TEACHER DON'T USE |
|---|---|---|
| Communicative  Language Teaching | | |
| Task-Based Language Teaching | | |
| Cognitive Academic Language Learning | | |
| Cooperative Language Learning | | |
| Content-Based Instruction | | |
| The Natural Approach | | |
| Grammar Translation Method | | |
| Total Physical Response | | |
| | | |

| HOW THE TEACHER MANAGE THE CLASS? |
|---|
| Instructions<br><br>Clear and precise (  )<br>Not clear (  )<br>Not clear at all  (  ) |
| Feedback<br><br>Slowly repeat the message (  )<br>Translation of the message into Spanish  (  )<br>Use gestures or signals to make students understand the message (  )<br>Speaks with pauses   (  ) |

| English level of the teacher? | Frequency  of English use in the lesson: |
|---|---|
| 1  Basic  (  )<br>2  Low   (  )<br>3  High  (  )<br>4  Advanced  (  ) | a)  Always        (  )<br>b)  Frequently   (  )<br>c)  Sometimes  (  )<br>d)  Rarely        (  )<br>e)  Never          (  ) |
|  | **6. Which are the most difficult aspects that students face when studying communicative grammar in classess?**<br>a)  Vocabulary (  )<br>b)  Gramar structures (  )<br>c)  Didnt understand instructions (  )<br>d)  None (  ) |

| STUDENTS ATTITUDE | YES | NO |
|---|---|---|
| Students get involved in the grammar activities class |  |  |
| Students get involved in the grammar activities class |  |  |
| Students interact in the class |  |  |
| The student speak in English in class |  |  |
| Students understand teacher's instructions |  |  |
| Students ask questions to clarify doubts |  |  |
| Students use correct vocabulary and grammar in class |  |  |
| Students like to work with the resources used in  class |  |  |
| Students have sufficient thinking time to answer the teacher's questions |  |  |
| Students' attitude towards the teacher's method is positive |  |  |
| Students can fulfill activities in the book without difficulties |  |  |

# A

what are you expectitions ^(for) your future.?

I want to be a (traducton)^(Translator)[.] Because[,] I (would
like ^(to) travel around the world,^(to) know the
customs and cultures of many countries[.]
Also ^(I want to) learn many languages[,] it is very important
for me. I would like ^(to) work in other countries
(for)^(to) know new people and ^(to) learn new things.
I want^(to) have two children, a daughter (and)
a son .< I like (the) children (for)^(to) give them (very)^(a lot of)
love and share time with (they). (It) won't
I my future. >  ^(them)

This is I
want in the

overuse of the article "the"
Interferience of first language.
Bad use of plurals are -> "s"
Misuse of object pronoun.
unclear ideas - bad organization of ideas.
misuse of prepositions ( to - for)
grammar punctuation.
interferéence of L1

I'm 22 years old, so I ~~d~~ have a lot of expectations like ~~to~~ study hard (for) get good grades and aply (for) an international scolarship. I would like to go to Canada or the U.S.A. (for) (get better / improve) my English. After that, I want to finish my (carrer) maybe to get married after that, but I ~~waf~~ to take it easy. Also, I would like to study a Moste degree in England or the States, (for) teach in some of the Univesities here in the country and ear~~n~~ money, not too much just enough for buying or building a nice house maybe to buy a nice car and that's it, finally one of my other expectations It is to see my class mates being (a) good profesional(s) and some day work together. Good luck with your theses.


misuse of prepositions "to", "for"

misuse of vocabulary.

grammar punctuation.

misuse of "ing"

misuse of the present participle "being"

misuse of plurals.