UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIOHUMANÍSTICA

TITULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN

INGLÉS

A case study on teachers' and students' perceptions about grammar teaching in the EFL classroom

TRABAJO DE TITULACIÓN

AUTOR: Calderón Bustos, Yandry Manuel

DIRECTORA: Cabrera Solano, Paola Alexandra Mgtr.

LOJA -ECUADOR

AÑO 2017

Septiembre, 2017

APROBACIÓN DE LA DIRECTORA DEL TRABAJO DE TITULACIÓN

Magister

Paola Alexandra Cabrera Solano

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo denominado: "A case study on teachers' and students' perceptions about grammar teaching in the EFL classroom", realizado por el profesional en formación: Yandry Manuel Calderón Bustos; cumple con los requisitos establecidos en las normas generales para la Graduación en la Universidad Técnica Particular de Loja, tanto en el aspecto de forma como de contenido, por lo cual me permito autorizar su presentación para los fines pertinentes.

Loja, agosto del 2017

f) …………………………………………….

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

¨Yo, YANDRY MANUEL CALDERON BUSTOS declaro ser autor del presente trabajo y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales.

Adicionalmente declaro conocer y aceptar la disposición del Art.88 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: ¨Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad¨

f …………………………………

YANDRY MANUEL CALDERON BUSTOS

CI. 1900784990

DEDICATION

I want to dedicate this work to my parents Doris and Manuel who have been my guidance and have supported my career. Furthermore, I dedicate this work to God who had given me health and wisdom to make correct decisions. Additionally, to my classmates who motivated me to improve constantly and who had shared wonderful memories at university along this path.

Yandry Manuel Calderon Bustos

ACKNOWLEDGEMENT

TABLE OF CONTENTS

ABSTRACT

This research study was aimed at determining teachers' and students' perceptions about grammar teaching in the EFL classroom. It was carried out at a high school in the province of Zamora Chinchipe, which is located at the Amazon region of Ecuador. The participants were students from second year of Senior high school.

The instruments used to collect data were surveys that included questions about students' perceptions on English grammar learning. In addition, lessons were observed in order to have a deeper understanding of the constraints that appeared in a normal English session.

A mixed – method approach was used in this research. The quantitative approach was used to tabulate numerical information and to transform it into percentages. On the other hand, the qualitative approach was used to analyze and contrast the information gathered during this study.

The results of this study conclude that students and teachers perceive English grammar as an important issue that must be studied and mastered because it is beneficial and enables them to participate in class rather than be a requirement to approve the English subject.

Key words: EFL grammar, students' perceptions, learning needs, learning beliefs, grammar approaches.

RESUMEN

Este estudio intenta determinar las percepciones de docentes y estudiantes acerca de la enseñanza de gramática en una clase donde se enseña inglés como lengua extranjera. El estudio fue realizado en una escuela secundaria en la provincia de Zamora Chinchipe la cual está localizada en la región amazónica del Ecuador. Los participantes fueron estudiantes del segundo año de bachillerato.

Los instrumentos usados para recolectar la información fueron las entrevistas que incluían preguntas acerca de las percepciones de los estudiantes al aprender gramática del inglés. Además, se observaron las prácticas de enseñanza de los docentes con el objetivo de obtener un mejor entendimiento de las restricciones que se encuentran en un curso normal donde se enseña inglés.

El método mixto fue usado en esta investigación, el enfoque cuantitativo fue usado para tabular información numérica y convertirla en porcentajes. El enfoque cualitativo fue usado para analizar y contrastar la información obtenida durante el desarrollo del presente estudio.

Los resultados de la investigación concluyen que estudiantes y docentes consideran que la gramática del inglés es un tema importante, el cual debe ser estudiado y dominado porque el conocimiento de la gramática es beneficioso para ellos y les permite participar en clase, en lugar de ser solo un requisito para aprobar la asignatura de Ingles.

Palabras clave: EFL gramática, percepciones de los estudiantes, necesidades de aprendizaje, creencias de aprendizaje, enfoques gramaticales.

INTRODUCTION

English as a global language requires more and more people to learn it every day. Currently, it is used as a necessary tool in a variety of contexts such as education, business, and communication. In our context, English is taught as a communication tool and most of the time it seems to be a difficult subject for students because the main focus of instruction lies on grammatical rules, memorization and constant practice of written exercises.

We must not forget the importance of grammar to expand our writing, listening, reading and speaking skills, since it is not enough to be able to read and listen in the English language. Being aware of the English grammatical rules also enables us to transmit our ideas correctly, to avoid misunderstandings, to communicate accurately with our peers and to gain confidence in any field where using English is necessary.

Nowadays, there are many studies that benefit the educational process. In fact, language teaching involves a variety of skills, attitudes, and methodologies, all used by teachers to achieve students' mastery of English language, so it is possible to mention that grammar teaching is very important in order to develop proficiency in the English language; for instance, if teachers want their students to progress in their learning, motivating them is mandatory when delivering their classes; however, big classrooms present a challenge and force teachers to look for a method that promotes students' meaningful learning.

While characterizing students' perceptions on the role of grammar in EFL, it is very common to ask about the pedagogical and didactic needs of students in relation to this field and thereby, to clarify the effectiveness of the approaches applied by teachers at work. Because of the above-mentioned aspects, the objectives of this research are to determine the

students' perceptions about grammar teaching, to identify the effectiveness of the grammar approaches used by teachers, and to determine the students' needs regarding grammar.

Indeed, this study will benefit teachers, who will understand the obstacles affecting their students while learning English and what kind of impact the methodologies they use produce in students. Furthermore, the results of this research will be used by the educational community to implement, adapt or adopt strategies to enhance improvement on learners of English as a foreign language, to add relevant information regarding grammar teaching and to give directions about the use of methods according to students' needs. For instance, understanding the perceptions of students will bring educators and educational community accurate guidelines to design activities for promoting a faster acquisition and use of English as a foreign language in learners.

Some research studies suggest that grammar learning perceptions directly influence in language acquisition and create difficulties on teachers and students, for example, Sopin (2015) researched on this matter by interviewing students and using group discussions. He collected the necessary data to determine learner's beliefs regarding grammar teaching, so, he concluded that if grammar was an important issue for learners in the past, now it is limited; in other words, time and circumstances make learners change their perceptions about grammar teaching,

It also has been shown that teachers' perceptions are present when teaching new students. Çapan (2014) aimed to understand pre-service teacher beliefs and how they can be reflected in their teaching, he applied a questionnaire to obtain information about their beliefs; additionally, he applied an interview and observed some lessons in order to comprehend teacher's perceptions in a better way. He concluded that pre-teaching practices have little impact on pre-service teachers' beliefs regarding grammar instruction.

Ngoc and Iwashita (2012) compared teacher and students' attitudes toward communicative language teaching (CLT) based on the importance of grammar, the quality and quantity of error correction, the use of group work and pair work, and the teacher's role in the classroom by using questionnaires and t-test in order to determine if there were differences among teacher and learner attitudes. They concluded that both, teacher and students had positive attitudes to CLT and pointed out the existence of a gap among teacher and student's attitudes regarding aspects of language teaching like grammar importance, error correction and the role of language teacher.

This research is important because it aims to determine teachers' and students' perceptions about teaching grammar. In addition, based on the results of this study, teachers will be able to make decisions about the didactic materials to be used, as well as activities and methods that best suit students' needs in a specific teaching context.

The results of this study will benefit teachers, students and the field of education since it will explain the perceptions in relation with grammar teaching, its importance, difficulties and usefulness in an educational context and will present some conclusions and recommendations that will be useful for improving the teaching – learning process.

This research study also had some limitations that were related with different aspects. For instance, teachers' and students' behavior as well as their perceptions were observed; these aspects will have been modified by the respondents to offer the researcher a good impression. Another limitation was the number of English teachers available in the institution.

Chapter 1

Literature Review

Grammar teaching

Savage, Bitterlin and Price (2010) mention that grammar can be considered as a skill and they support this idea on three aspects; the first one is the assumption that a good understanding of English grammatical rules let you communicate accurately in a variety of situations. The second aspect is the motivation that grammar produces in learners most of the time because knowing grammar is a mandatory step in learning a language; as well as, studying sets of rules encourages students to improve. In this context, teachers feel relaxed because they feel comfortable teaching grammar in the same way they learned it. The third aspect is that learners acquire self-confidence when they detect that are able to find and correct the mistakes they make when using English. Additionally, according to Richards and Schmidt (2010), "grammar is a description of structure of the language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language".

According to Kohli as cited in Kumar (2013), people learn grammar as a result of the interactions around them, if everyone speaks, then, we start speaking until we develop a clear understanding but we do not study grammar to speak, we study grammar to improve our first language or to learn a foreign one. If a person speaks a language, it means that he/she knows about the grammatical structures that underline their language.

As stated by Celce on Hinkel (2016), some years ago, it was so common teaching language learners how to organize their words, first in sentences, then the features of language. During that time, sentence-based drills were used to teach many types of

grammatical constructions; however, learner's ability to display ideas as freely as expected in any situation was not developed. At sentence level, there are some rules that do not require context to be studied (reflexive pronoun objects, gerund verbs after prepositions and determiner-noun agreement). Additionally, when using adverbs, it is possible to study many verb tenses at sentence level. On the other hand, the context is mandatory to understand why and when those rules should be used. The same author claims that communication occurs at discourse level, it does not occur at sentence level. It means that the subject and verb, the necessary elements at sentence level, are not enough to convey a meaning, to transmit our ideas effectively at discourse level, we require the communicative context.

Grammatical and communicative competence

Richards (2006) suggests that a comparison between grammatical competence and communicative competence is necessary. The ability to arrange words into clauses which make sense and will be understood by any reader or listener is called grammatical competence, it also refers to the correct usage of punctuation, rules, verb conjugation and the sentence structures. In this field, it is usually assumed that the English learner is able to communicate at a good level just by controlling language settings.

The ability to adapt our vocabulary in different situations, to differentiate the adequate from inadequate jargon and to control conversations requires more than mastery of grammatical rules; communicative competence includes knowledge about how to use language for different purposes, how to use it according language setting, the participants and functions, to understand different types of texts, how to produce them, and how to maintain communication even having language knowledge limitations (Richards, 2006).

Teaching methods

With the objective of teaching English researchers and educators have developed series of approaches and methods aimed to satisfy the instructional needs of a big community of teachers and language learners who are looking for innovative, new and precise instructional methods, a collection of those methods has been presented by Richards and Rodgers and Ling. Richards and Rodgers (2014) tell that grammar translation, audio-lingual, task-based language teaching, total physical response, multiple intelligences, content based instruction, content and language integrated learning approach (CLIL) among others are effective in teaching activities. Similarly, Ling (2015) states that implicit and explicit grammar are effective approaches in teaching.

According to Weihua in Byram and Hu (2013), grammar translation is a method of teaching a modern foreign language that gives priority to translation of written texts from any language to the learner mother tongue and stresses the fact of teaching grammatical rules. At the beginning, its name was grammar method. Grammar translation method involves the following steps: an analysis of the literal meaning from sentences and difficult words reading, summarizing and translating whole text into mother tongue, and a process of questions and answers, reading and writing, practice and exercise. The author also states that in the process of teaching a language, the mother tongue has been always used as a medium of instruction.

Xia (2014) remarks that the audio-lingual method holds language as a kind of human habit, it means the teaching of speech considered language nor knowledge, which should be spoken nor written. When teaching through the audio-lingual method it is necessary to use mimics and drilling techniques day by day until students naturally tell the sentences we want them to learn. This process means habit formation in students where the teacher directions the practice through constant repetition of sentences, text readings and dialogues just before they speak them normally. In this method, oral language is considered more important than written

language, so students acquire the habit of using the sentence patterns of the language within dialogues, in other words, they learn sentence structures first, then they learn vocabulary.

As defined by Ahmed and Hussnain (2013), task-based is an approach to teach English as a second language, which is different from the traditional ones because it engages students in meaningful tasks while teaching a language. Long and Norris as cited in Ahmed and Hussnain (2013), declare that task-based language teaching method (TBLT) exposes students to the language and teach them in a communicative context where English use is necessary as in real life. This approach does not teach what language is, but it emphasizes how it is currently used.

According to Richards and Rodgers (2014), total physical response (TPR) is a language teaching method based on the coordination of speech and action, this method teaches language using physical activities. The total physical response method was proposed by Asher (2009), as cited in Richards and Rodgers (2014), who declares that TPR has a set of techniques compatible with other teaching approaches. In that context, Freeman and Anderson (2013) described thirteen principles of TPR; the most important are: the meaning of your actions is shown trough actions, and the teacher provides target language in chunks nor word by word, before speaking students develop understanding of target language, using imperatives the teacher can direct students behavior, students learn observing and performing actions, the emphasis must be on spoken language rather than written language, and teacher should be tolerant with students mistakes.

Richards and Rodgers (2001), as cited in Ibnian and Hadban (2013) state that multiple intelligences is an approach to language teaching usually considered in the field of general education. Four ways of using multiple intelligences in class have been described by Christison and Kennedy (1999), as cited in Ibnian and Hadban (2013), those ways are: as a

tool that helps students to understand and appreciate their own strengths and learning ways, as a tool that develop understanding of learners' intelligences, as a guide with variety of ways to learn and to demonstrate learning, and as a guide to create lesson plans which meet learners' needs. Between the strategies that a teacher can use to teach with Multiple intelligences approach, Ibnian and Hadban (2013) notices the use of every material that the teacher could pick up like storybooks, handicrafts, songs, rhymes, games, drawings, vocabulary activities among others.

Explicit grammar teaching, as reported by Ling (2015), refers to the teaching methods where the aim is learning grammatical rules and using the language patterns correctly and in a competent way; thus, this approach considers "form" as its principal resource. Otherwise, implicit grammar teaching refers to the teaching methods where the intention is that learners through the exposition to different situations acquire grammar naturally, using the language in communicative activities. This method induces the grammatical rules and presents the study of grammar as an unconscious process of representation, abstraction and automaticity. In brief, Ling (2015, pp. 556) asserts that "Explicit learning has the characteristics of purpose, consciously, controllability and learning, while implicit learning is automatic, abstract, stable, and anti- interference".

In relation to the implementation of the Implicit grammar teaching, Suntharesan (2013) draws the following steps: The teacher should know when the grammar explanation is needed and require to be given more importance, give adequate oral practices and then written practices in all forms at syntax level. The author also recommends do not emphasize grammar rules teaching, instead, to show students to communicate the message by correcting all the students' mistakes at the end nor individually.

In addition, Hu (2012) outlines some principles to take into account when using explicit grammar teaching, the most important of those principles are the learners' level and their characteristics. Similarly, Larsen-Freeman (2003) as cited in Hu (2012), claims that the teacher should teach grammar to develop the learner ability to perform the target language accurately and fluently, to use code switching technique and learners' mother tongue, to use task-based and problem-solving activities to develop mastery of knowledge about grammar and communicative practice, and to provide examples of grammatical structures to the students to make them notice the relationship between form and meaning.

Learning environment

Being a synonym of classroom, the concept of environment speaks about discipline, conditions and places where someone receives instruction, it involves teaching procedures such as sitting arrangement, didactic materials, curriculum, and scholarly community; the perception of students about their learning environment dictates their behavior, participation and relationship with teachers and colleagues (The Glossary of Education Reform, 2013).

Despite there is a variety of definitions and concepts to represent learning environments, we are going to use the most popular ones in this literature review. The first one is face-to-face learning, defined as a normal class where the teacher delivers instructions and face students in a specific place to study. The second one is online learning, which uses internet as the primary source where students learn in a formal or an informal way from a controlled program or course. The third one is blended learning, which consists on mixing online and face-to-face tutoring (Heafner, 2014).

Alexander and Murphy (2000), as cited in Bista (2011), claimed that the characteristics of learner-centered (face to face) teaching are the knowledge base, strategic pressing, executive control, motivation, affect, development of skills and individual

differences, situation and context; because students who are involved in different activities become responsible and stay motivated, doing team work improve a variety of skills and depending on the context students learn at different speed.

Online learning is considered by Edward and Pliati (2011) as a multi meaning word. They mention that there are many forms of online teaching which offer features that are not present in other forms of distance education such as correspondence courses or television instructional courses. Communication and collaboration are currently possible with a variety of tools that let teachers provide assessment and growing options to transmit the content of the course. This method often combines face to face learning with online learning; however, there is not much research about how to implement online learning more effectively. The authors also state that online instruction enables students to be purposeful in their teaching and gives opportunities to the students for interaction with the course materials; additionally, online learning gives students who learn faster the chance to learn at their rhythm and those students who need, with additional time to understand the provided recourses.

Teachers' and students' roles in the classroom

Teaching is an ambiguous word because it usually refers to the activities that educators perform, to the purposes they have when sharing information, and also to their behavior and to the approaches they use in the classroom. Wiggins and McTighe (2007 , p. 129) summarize "teaching" as the actions a teacher does to accomplish a mission or goal by following learning principles, and a curriculum; "in other words, the particular approaches, methods, and resources employed to cause a result" For this reason, they claim that if students learn, teaching is successful.

On the other hand, Tateo (2012) defines the teacher as the most important part building a knowledge society, the one who manages variety of situations and dominates

pressure, those characteristics make the teacher a proficient technician with verifiable erudition. He also mentions that teachers should be mediators, and facilitators, should teach students about independent learning, should cooperate, think about, and bridge the complete development of students.

Harrison and Killion in Scherer (2016) list ten roles that teachers will perform in class, so we can consider teachers as resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, data coach, catalyst for change, and as a learner. Alternatively, McGrath (2013) illustrates only three roles that teachers will have in class, as choicer selecting the materials to be used, as controller planning what happen in class and as creative choosing tasks that meet students' needs.

In addition to the roles listed by other researchers, Keller (2016) distinguishes the roles that a teacher executes in the classroom to achieve a variety of objectives, he classifies the professor's roles as controller, assessor, manager, resource, participant, investigator, and role model. Similarly, Shaikh and Khoja (2012) distinguishes teacher roles by classifying them into categories and then assigning the roles as follow, the teacher will be instructor, demonstrator, theorizer, sharer, network administrator, planner, designer, coordinator, facilitator, communicator, management, administrator, leader, change agent, so on.

Regarding students' roles, Richards and Rodgers (2014) point out that students influence the instructional system designs and say that the teaching methods bring solutions to students' needs, it is shown in the activities that class content management and grouping strategies influence in their students own and classmates learning, and that the learner has the role of processor, performer, initiator, problem-solver or other. Apart from this, different approaches assign particular roles to the scholar, for example in learner-centered approaches, like in audio-lingualism the student switches from passive recipient to have autonomy and

power in their learning while working in communicative activities on task based methods; this role is known as participant role. The same role is known as active processor of information and language on content based instruction approach, on content and language integrated learning approach (CLIL), and on task based language teaching approach or method according to Richards and Rodgers (2014).

Effective teacher characteristics

Walker (2013) considers that a teacher is effective when he/she makes the most significant impact on the students' lives, he also defines characteristics as the personal and professional teachers' qualities that enable them to become a successful educator. He also mentions that the teacher should have the following characteristics to be considered an effective teacher: to be prepared, to be positive, to have high expectations, to be creative, to be fair, to have personal touch, to develop a sense of belonging, to admit mistakes, to have sense of humor, to give respect to students, forgiving and to be compassionated.

Thompson, Greer, and Greer (2004) as cited in Zamani and Ahangari (2016) also propose twelve characteristics that make a teacher become effective, for instance, displaying fairness, having a positive outlook, being prepared, using a personal touch, possessing sense of humor, possessing creativity, admitting mistakes, forgive, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students. In the same way, another author, Christine Coombe (2014) states that ten characteristics are necessary in order to be an effective teacher: feeling a call to the profession, having professional knowledge, having personality/personal qualities, staying with-it-ness, showing instructional effectiveness, having good communication skills, being street smart, being willingness to go the extra mile, commitment to lifelong learning, and having a life outside the classroom.

Students' needs

According to Brown (2016), need refers to a variety of things depending on the person requirements, for example, it can be defined as wants, desires, necessities, lacks, gaps, expectations, motivation, requirements, requests, prerequisites, and what students know and will now. Needs will be classified in four categories. These characteristics described by Brown (2016) are: democratic view that deals with issues about what students need and issues about what stakeholders think students require, discrepancy view that is the contrast between what students should be able to do and what is shown they are really able to do, analytic view that results from the understanding of the steps involving the process of language acquisition so once interpreted, it tells the students the next step to follow in their learning, and diagnostic view that first considers the situations that learners will face, then identifies what will be required for those situations and finally characterizes the most and less important needs.

Learning styles

Schmeck (2013) asserts that learning strategies are the skills used at cognitive level by people to learn something, he also states that once the strategy aligns with a context which does not change in different situations we can call it a personal style; however, we cannot notice styles, we perceive only how a person acts in determined situations. Pritchard (2013) indicates that learning styles or favorite learning approaches had been studied a lot and today it is possible to predict how a learner will evolve in their learning depending on the way he will work.

Boneva and Mihova (2012) remark that learners switch their perception channels according to the tasks they perform, they describe three definitions of learning styles: visual learners, auditory learners and kinesthetic learners. Visual learners use mental representations of what they read to understand the written text, for example if a conversation contains words that cannot be visualized easily, the learner will misunderstand the phrases. For that reason,

the didactic materials the teacher uses to teach students from this style must contain visual aids like maps, diagrams, charts, pictures and so on.

Auditory learners learn by listening, it might happen that when reading a text, auditory learners do not understand the meaning, but after listening the same text, they will grasp the whole idea. In consequence, their grades on reading comprehension tests are lower than their grades on listening comprehension. Auditory learners are communicative, they enjoy listening to music, they remember dialogues and song lyrics; also, they are sensitive to the speech quality, tone and timbre of the voice, intonation, so on. On the other hand, Boneva and Mihova (2012) mention that kinesthetic learners have problems to stay quiet in a specific place and to read instructions. For them, it is easy to learn from the objects they handle physically, for example by writing. They prefer activities that require body movement like touching or imitating.

Consequently, specialists in the research field have stated their theories about learning and classified learning styles into different categories; for example, Rita and Kenneth (1993) describe five categories: Environmental, Emotional, Sociological, Physical, and Psychological. On the other hand, Kolb (1994), shows four categories: concrete experience, reflective observation, abstract conceptualization and active experimentation, while Gardner (1991) theorizes seven categories visual-spatial, bodily-kinesthetic, musical, Interpersonal, Intrapersonal, Linguistic, and logical-mathematical.

Previous Studies

In relation to teachers' and students' perspectives regarding grammar teaching, some studies have been conducted in different parts of the world. These studies will be described in the following section:

Alghanmi and Shukriit (2016) conducted a study about the relationship between teachers' beliefs of grammar instruction and classroom practices aimed to explore the beliefs of language teachers regarding grammar instruction. It also, investigates the relationship between teachers' beliefs towards grammar & grammar instruction and their instructional practices with Saudi EFL students. The study was carried out at University of Jeddah (UJ) in a coastal city in the western province of Saudi Arabia with 30 female EFL teachers, the researchers used questionnaires and observation checklist to collect data. They provided the questionnaire to fifty teachers, but only thirty agreed to participate. Next, they observed how ten teachers teach grammar. Then, they applied a second questionnaire to the participants.

After analyzing the data collected, the researchers concluded that all participants adopt similar beliefs about grammar and grammar teaching. Moreover, the participants unusually hold similar instructional teaching practices on grammar. Researchers commented that focus on form were used by teachers to teach grammar and found some inconsistences in teachers' beliefs and their teaching practices; it was stated that teachers believe that teaching grammar implicitly was more effective than explicitly but they used explicit grammar teaching in the observed practices; finally, investigators identified six factors that influence the transformation of teachers' beliefs regarding grammar and grammar instruction into practice, those factors are attitudes, practices, needs, learning styles, classroom environment, and teacher development process.

Sopin (2015) carried out a study related to students' perceptions of teaching and learning in English. The purpose of this study was to look into the learners' beliefs regarding grammar teaching in language classrooms and to determine why students continue making language errors in their final semester of their undergraduate study. The research was conducted in Misuranta University with a total of 15 students aged between 17 to 19 years old with the same educational background.

Interviews and group discussions were used to collect information about students' grammar, usefulness perception, its importance in language learning, the skills where grammar is useful, whether teachers should correct students' mistakes written or orally and whether grammar should be taught implicitly or explicitly. Furthermore, the researcher directed the questions and recorded the conversations. Finally, he transcribed the records and analyzed the audiotapes. The researcher concludes that most of students change their perceptions regarding the importance of grammar teaching with the time and circumstances. He also stated that students perceived grammar as an important issue in their past but now it is limited, and that they need more of speaking practice to improve proficiency. On the other hand, he suggests that teacher and students begin dialogues, that benefit students because they can be aware of learning methods and strategies that are effective, and that are being used by other students. Dialogues even can reduce teacher and students' conflicts.

Additionally, Çapan (2014) researched about pre-service English as a foreign language teachers' beliefs about grammar instruction. He aimed to understand what pre-service EFL teachers believe about grammar instruction, and how these beliefs were reflected in their teaching experience in the practicum course. He conducted the study on 47 pre-service students, 13 males and 34 females who were selected through maximal variation sampling and were taking the practicum course.

The author also used a questionnaire to obtain information about the teachers' beliefs, difficulties that learners and teachers may have with grammar, and the pre-service EFL teachers' approaches to grammar instruction. In addition to the questionnaire, he used interviews, observed the classroom practices and took field notes about techniques, materials, strategies, and error corrections done by the participants. As a result of the study, Çapan mentions that there was little impact of Pre-service teaching practices on their beliefs regarding grammar instruction. Additionally, the results he obtained at the end of the study

were that EFL pre-service teachers displayed a significant change on the importance of conscious knowledge of grammar, those pre-service teachers showed positive beliefs about the role of grammar teaching in the classroom. What is more, he suggests that pre-service teachers should be involved in activities that help them to disintegrate their beliefs first, and when they do the practicum cultivate possible doubtfulness, moreover pre-service teachers had positive feelings about teaching in the learners' mother tongue to improve their understanding of L2 grammar.

Ngoc and Iwashita (2012) did a comparison of learners' and teachers' attitudes toward communicative language teaching at two universities in Vietnam. The objective of their investigation was to compare learners' and teachers' attitudes towards four factors related to CLT: the importance of grammar, the quality and quantity of error correction, the use of group work and pair work, and the role of teachers in the classroom. The investigators chose 37 Vietnamese in-service teachers and 88 first year students aged 18 with pre-intermediate and intermediate English level to develop the study, the participants were from two universities in Hanoi, Vietnam.

The researchers developed a questionnaire which was translated into Vietnamese language due to the low English level of participants and both versions were administered to students, it was their decision which one to use, the questions collected information about communicative language teaching principles, divided in four parts, the first part gathered the grammar importance, the second part asked the quantity and quality of error correction, the third part consisted on the use of group and pair work, and the fourth part met the role of the English language teacher. Then they calculated the coded responses. After that, the researchers compared teachers and students' attitudes toward CLT, they used mean scores and standard deviations. Besides, Ngoc and Iwashita (2012) conducted independent t-tests to determine the existence of differences among teacher and learner attitudes, they discussed the

qualitative responses next to the quantitative data. They concluded that participants of both universities have favorable attitudes to CLT, it implies that CLT principles have good acceptance level it this context, additionally, they pointed out the existence of gaps among teachers' and learners' attitudes towards grammar importance, error correction, and the role of language teacher with positive student attitudes to these aspects of language teaching.

Al-Harbi and Alshumaimeri (2016) developed a study about the flipped classroom impact in grammar class, on EFL Saudi secondary school students' performances and attitudes. The purpose of this research was to implement the flipped classroom to examine its impact on students' performances and attitudes, as they were hoping to address the student' needs of language use and practice of EFL skills, outside of the classroom.

Investigators used two comparable classrooms where students had been assigned previously, one of the classes that were studied acted out as control group and studied English grammar with traditional teaching strategies while the other class (experimental group) received English grammar instruction with flipped classroom strategy. They applied a proficiency test at the beginning and at the end of the study to compare each group proficiency levels, additionally, interviews and questionnaire tools were used to evaluate both, attitudes and opinions about flipped classroom utilization. The researchers observed how seven topics were taught by the same teacher to the sample classrooms, using the textbook topics in both classes but additionally videos uploaded to Edmodo platform with the experimental classroom, where teacher discussed those videos in class, before completing the book tasks or do any pair or group activity with students, during six weeks, in seven class periods of 45 minutes, they concluded that scores of flipped classroom were slightly higher than non-flipped class scores, that conclusion shown that flipped class students' performance was not statically higher than the non-flipped classroom, researchers also stated that students

had positive attitudes to the flipped classroom instruction because they received more opportunities to improve their communicative skills.

Uysala and Yavuzb (2015) researched about pre-service teachers' attitudes towards grammar teaching. They wanted to shed light on the teachers' attitude towards grammar instruction by looking for answers to some questions about grammar teaching, its importance, how grammar should be taught and teachers would like to teach grammar. They investigated 75 pre-service teachers 57 females and 13 males from Balikesir University, aged 21 to 30. A background questionnaire asked trainees gender and age, and an open-ended response questionnaire were used to collect information. The research followed two steps, the first was data collection where participants wrote essays about how important they believed grammar is and how grammar should be taught. The second step consisted on the analysis of results, the irrelevant information was excluded. Moreover, investigators presented data in numbers, percentages and frequencies.

As conclusions, they stated that "pre-service teachers consider grammar as an efficient way of learning a language and state that learning a language is beyond grammar". "Participants do not believe that teaching grammar contributes to oral proficiency". "Few pre-service teachers believe teaching grammar prepare learners for assessment and educative roles". Additionally, trainee teachers proclaimed that grammar teaching promotes accuracy at the expense of fluency. Furthermore, Uysala and Yavuzb (2015) pointed out that "pre-service teachers believe that if learners discover rules on their own, they can acquire them better". On the other hand, teachers believe that contexts and dialogues can promote grammar learning and that it is appropriate to teach grammar in an authentic way, as in games, songs and videos. Some participants asserted that according learner to age and needs, grammar teaching should change.

Chapter 2

Method

Setting and Participants

This research was conducted at a public institution in the Amazon Region of Ecuador in the city of Zamora Chinchipe. The participants were forty students, twenty-three women and seventeen men, from second year of senior high school and one English teacher. The ages of the students who participated in the study were between fifteen to twenty-three years old. The teachers taught five hours per week to each class and gave English lessons to twenty students per classroom.

Procedures

The development of this research project involved some stages that were achieved step by step in order to accurately collect, apply, process and analyze the necessary information and organize data in an understandable way. We looked for relevant information, asked for permissions, applied a survey to the teacher and students, observed the teaching practices, tabulated the surveys' results, interpreted the gathered data and wrote conclusions and recommendations.

The research began with a literature review related to the topics of study. After getting the authorization from the principal, the surveys were applied to teachers and students from second year of senior high school. Surveys included questions about students' grammar perceptions, students' needs regarding grammar learning, and questions about the teaching strategies used by the teacher. Similarly, observations were made to investigate how grammar learning was managed by teachers and students in each class, it was attempted to identify the teaching strategies, activities and motivation that students had in a class. Furthermore,

quantitative and qualitative methods were used to calculate the percentages and analyze the answers to the surveys previously applied.

The practices developed by teachers were observed with the researcher acting as a non-participant element in the classroom, sitting at the back of the classroom to avoid interruption and student's distraction because of their presence.

When tabulating the survey results, it was necessary to classify and interpret the responses given by participants using the quantitative method, to count the number of responses selected in each question's item, and then, to transform those numbers into percentages using Microsoft Excel 2016 software, that conversion eased the results interpretation and their representation into statistical graphs through the same program. The qualitative method was used to analyze the students' responses with the teacher ones and also with the observations done by the investigator. Additionally, the statistical graphs enabled the researcher to infer the results and contrast gathered information with the dossier collected in the literature review.

Chapter 3

Results and Discussion

Description, analysis and interpretation of results

This section includes a quantitative and qualitative analysis of the results collected after the application of questionnaires that contained fifteen questions to both teachers and students at a public institution in the Amazon Region of Ecuador. In addition, it presents the results of the class observations.

This analysis will contribute to an understanding about the teachers' and students' perceptions about grammar teaching. Besides, the research study will provide some recommendations for designing activities that promote a faster acquisition and an effective use of English as a foreign language in students.

Importance of grammar
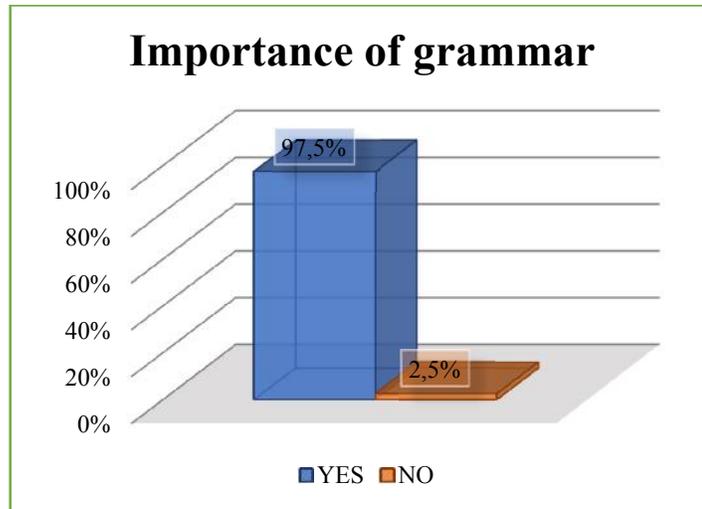
Graph No 1.

Author: Yandry Calderon

Source: Students' Questionnaire

Regarding grammar, graph 1 shows that 97.5% of students consider it important and 2.5% consider that it is not important. They claimed that grammar is important because it lets them learn more about the English language, understand different topics, and make the communicative process easier. Besides, grammar learning helps them to understand the activities or tasks presented in class, once they learn grammar they teach their peers what they have learned and acquire more vocabulary. This is supported by the teacher who asserts that students learn the structure of different tenses and learn more about how important grammar is. Regarding grammar, Kohli as cited in Kumar (2013) asserts that people study grammar to improve their language skills and that the person who masters a language grammar will communicate with others without much difficulties.
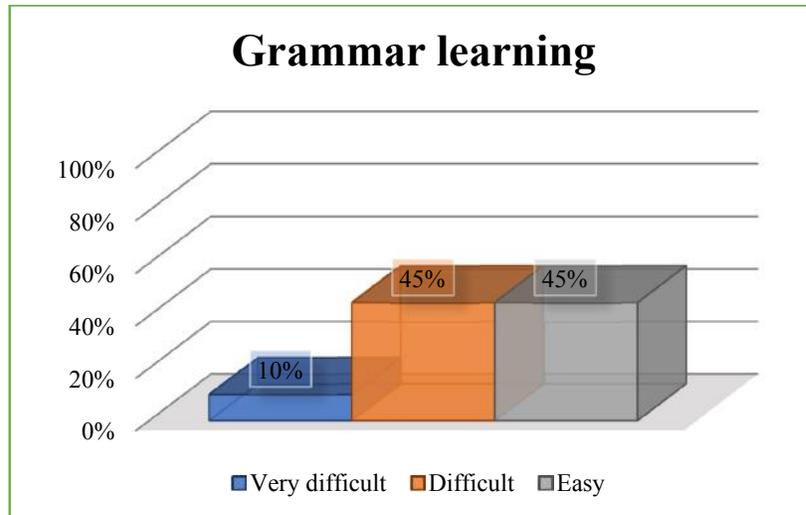
Graph No 2.

Author: Yandry Calderon

Source: Students' Questionnaire

Graph 2 represents the perceptions that students have about grammar learning. In these regards, 10% of students think that it is very difficult, 45% consider it as difficult, and 45% mention that it is easy. Similarly, the teacher believes that grammar is difficult for their students. Young (2013) claims that grammar is a very important branch of knowledge that is considered as complex as other fields of human discipline, the biggest obstacle in learning grammar is that specialized vocabulary, new concepts, more critical and analytical thoughts must be developed and learners fail to do that.

In contrast, the observations did not show students experiencing difficulties when learning grammar, it was observed that students comprehended the teachers' explanation, and understood the grammatical rules. In addition, after listening and writing similar examples to the ones provided by the teacher, the students were able to solve grammatical exercises in both the book and board. Also, the researcher noticed that students who sit at the back of the class, usually distract their peers asking them what do they have to do? In contrast, students

who place their sits at the beginning are more participative answering the teacher's questions and being voluntary about going to the board for any task, another fact observed in the classes and that will lead that students consider grammar difficult is that the teacher focuses their attention on the most participative students while the rest of the class merely repeats what the more active students said.
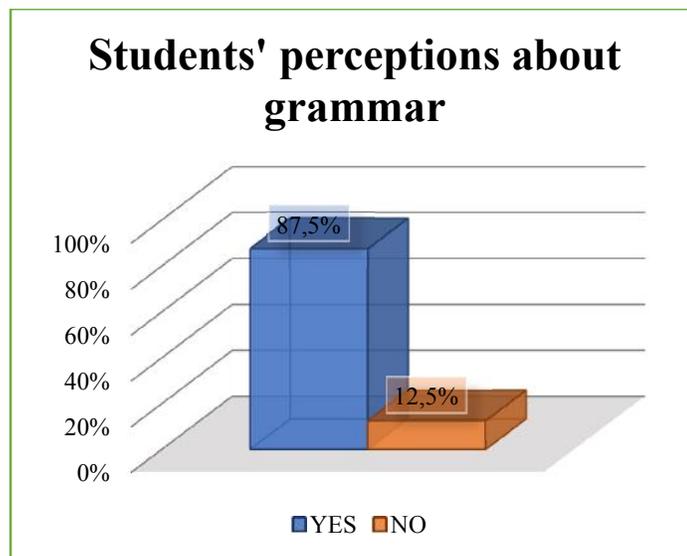
Graph No 3

Author: Yandry Calderon

Source: Students' questionnaire

Graph 3 represents students' perceptions about the study of grammar. In this context, 87.5% of participants mentioned that they like to study grammar, while 12.5% of them do not like to study it. In this regard, Piercy (2014) states that people gets interested in English grammar when they are concerned about how necessary it is in any field of their daily activities, he also asserts that a language requires grammar and vocabulary to be used as a communication tool.

In the observations, the researcher noticed that in class periods before the break time students felt relaxed, energetic and eager to participate in classroom activities. However, after the break period the number of students that stay calmed and interested in the topics presented by the teacher varied depending on the teachers' behavior, voice level or topic difficulty; for example, in one class about the use of modal verbs it was necessary for the teacher to use the students' names in order for them to participate in the checking task activity. On the other hand, students were participative and engaged in without much effort made by the teacher.
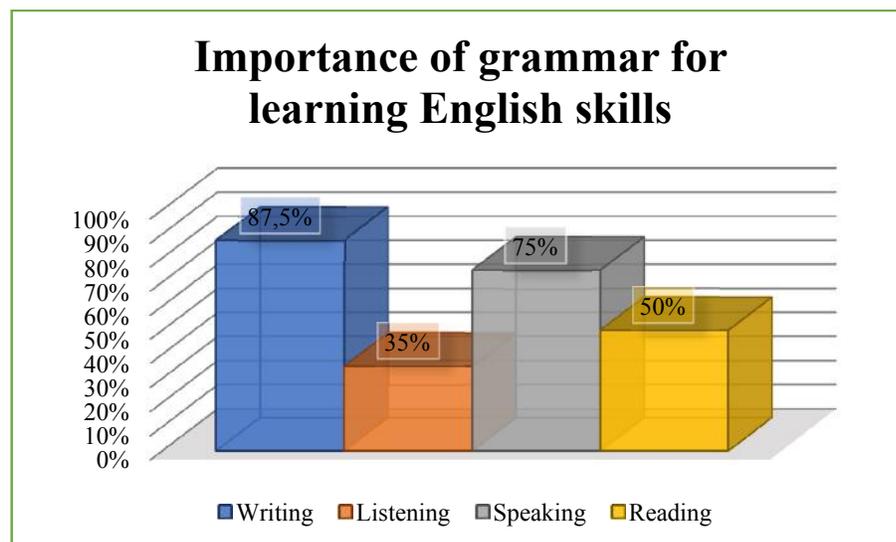
Graph No 4

Author: Yandry Calderon

Source: Students' Questionnaire

When students were surveyed about the benefits of grammar, 87.5% of them asserted that it is important for writing, 35% perceive it as necessary for listening, 75% for speaking and 50% for reading. Likewise, the teacher thinks that grammar instruction is beneficial mostly to develop writing and reading. It was evident in the observations that the teacher supported this point of view, because most of the time, activities such as grammatical

exercises, learning grammatical rules and understanding main ideas in paragraphs were performed in class, this issue means that in the observed English instruction practices the teacher did not focus on listening and speaking. According to the observations, the teacher's opinion about grammar importance influences teacher's priorities to develop reading and writing, it is present when planning the lessons, also when the teacher chooses activities to develop vocabulary and accuracy in the use of grammatical structures through editing strategies. In this regard, Savage, Bitterlin and Price (2010) stated that teaching grammatical sets of rules makes teachers feel convenient and calmed, it happens because teachers feel useful, teaching grammar in the way they learned it.

The role of grammar in improving students' academic performance

30%	25%	27,5%	35%

■ Get high scores   ■ Improve English reading and writing
■ Understand foreign materials   ■ Communicate with foreign people
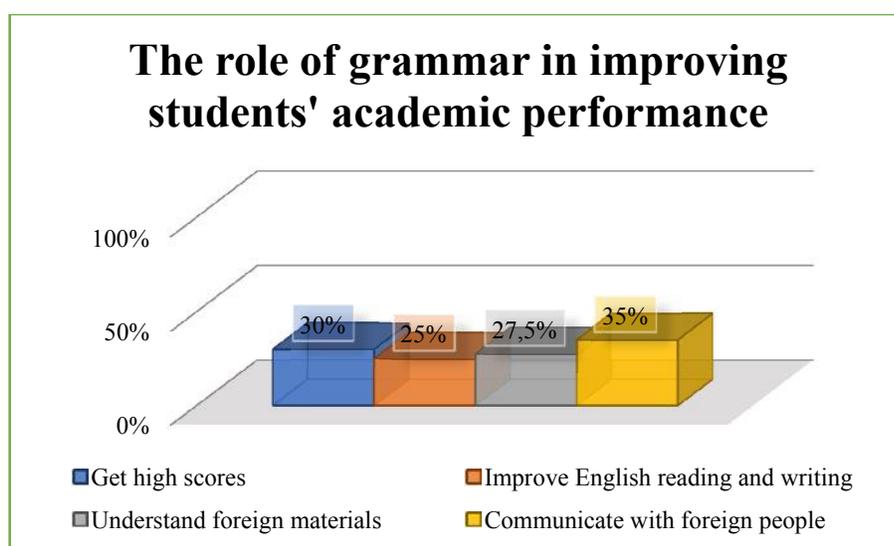
Graph No 5

Author: Yandry Calderon
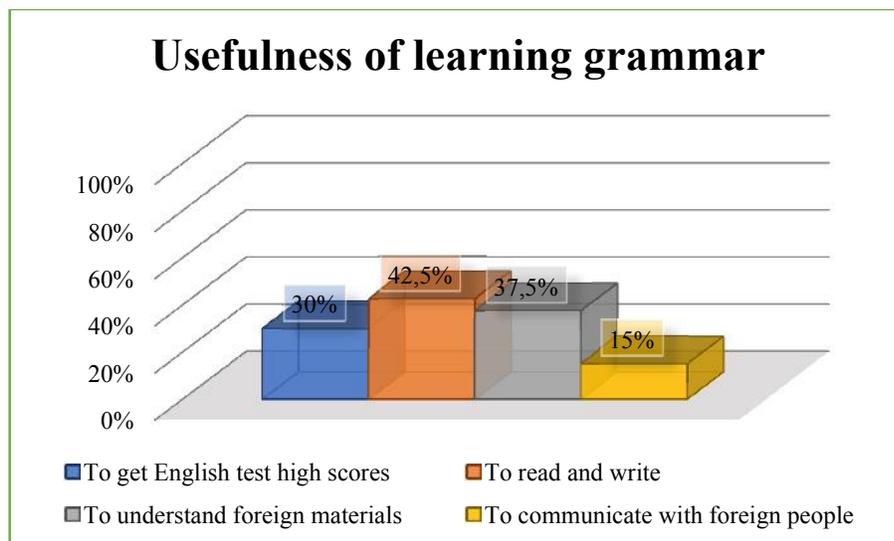
Source: Students' Questionnaire

Regarding aids offered by English grammar teaching, participants mentioned that grammar study is beneficial for getting high scores in the English tests (30%), improving English reading and writing skills (25%), understanding foreign materials such as books, music, and so on (27.5%). Furthermore, it will be helpful to communicate with foreign people

(35%). The teacher's opinion about this topic was that the study of grammar helps their students to communicate with foreign people and to understand foreign material such books, music, so on. According to the observations, participative students had a good understanding of grammatical conventions and students who lack or do not feel confident with their grammar knowledge stayed quiet talking only when they were sure they got the correct answer. According to Kohli, as cited in Kumar (2013), if a person is able to speak a language it means that the person manages grammar at an acceptable level. This theory was verified in the classroom with participative and non-participative students.

Usefulness of learning grammar

- To get English test high scores
- To read and write
- To understand foreign materials
- To communicate with foreign people

Graph No 6

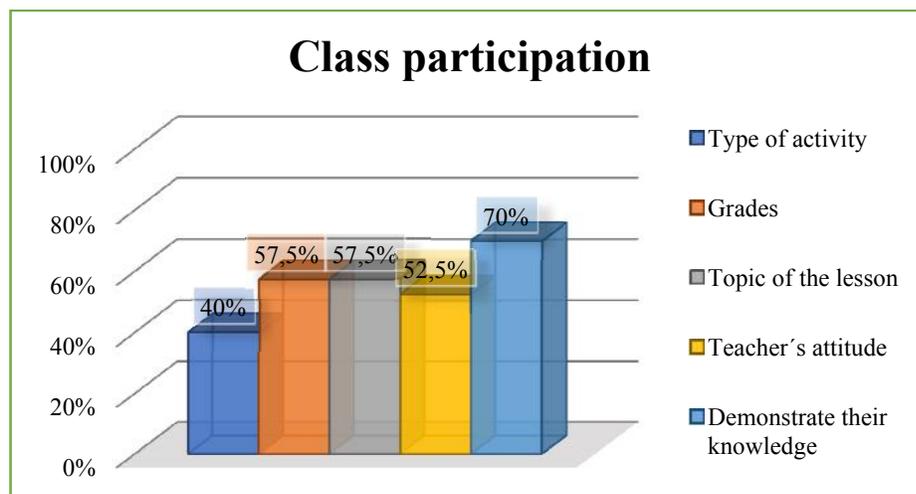Author: Yandry Calderon

Source: Students' Questionnaire

Graph 6 illustrates that the respondents reported using grammar to get English test high scores (30%), to read and write (42.5%), to understand foreign materials such as books, music, and so on (37.5%), Furthermore, they use English grammar to communicate with foreign people (15%). According to Savage, Bitterlin and Price (2010), grammar is

considered a skill because understanding sets of rules gives the person opportunities to communicate in different contexts, develop self-confidence in learners and motivate them to learn more. These facts make possible to connect English skills improvement with the grammar acquisition process. The teacher also agrees that English grammar is beneficial for their students to understand foreign materials such as books, music, and to get high scores in the English test. During the observations, it was possible to notice that trustworthy in class students used English to develop activities such as conversational practices, translating words and lectures, learning grammatical rules, and solving grammatical written exercises.

Class participation

- Type of activity
- Grades
- Topic of the lesson
- Teacher´s attitude
- Demonstrate their knowledge

40%, 57,5%, 57,5%, 52,5%, 70%

Graph No 7

Author: Yandry Calderon

Source: Students' Questionnaire

Regarding student participation, graph 7 revealed that for the surveyed students the type of activity (40%), the grades (57.7%), the topic of the lesson (57.7%), their teacher's attitude (52.5%), and demonstrating their knowledge (70%) are factors that motivate them to participate in class. Alike, teacher agrees that type of activity, topic of the lesson and teacher attitude are the key factors in motivating students' participation. Walker (2013) claims that

being prepared, having personal touch, admitting mistakes, giving respect to students, and being positive are qualities that make people consider a teacher as an effective educator who makes meaningful effect on student's life. The whole time, in the observations, the teacher showed the qualities described by Walker; furthermore, she was very patient and gave a second explanation of the topic when it was required by any student, it illustrated that the attitude teacher took when facing students impacted directly in the response she got while joining, engaging and motivating students to perform the proposed activities. Moreover, in long schedules, it was mandatory for the teacher to be positive, prepared, patient and to promote respect among students in order to avoid boredom and distraction around the classroom.

The effect of activities in students learning
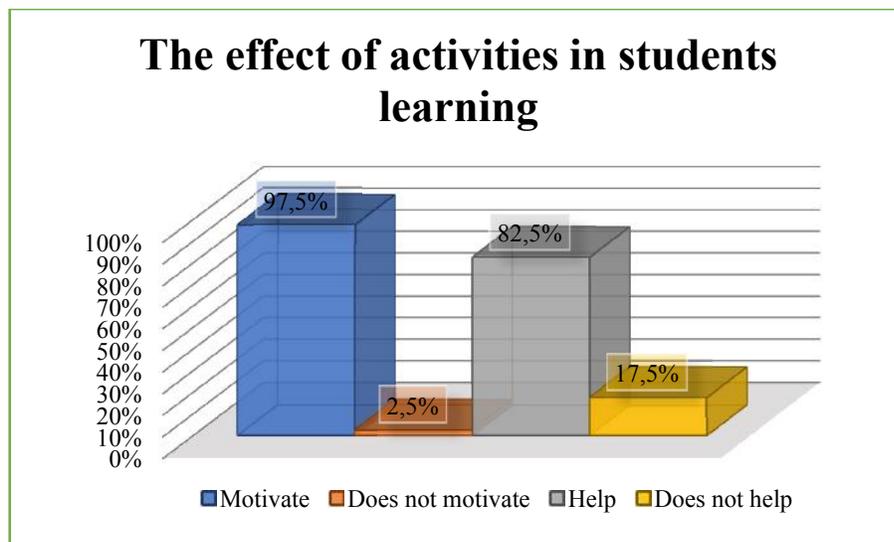
Graph No 8

Author: Yandry Calderon

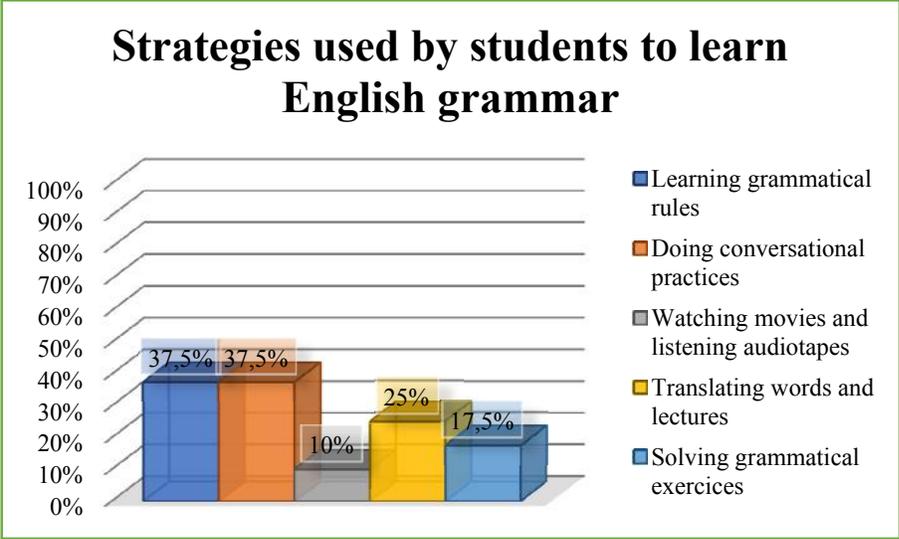Source: Students' Questionnaire

Graph 8 explains how the activities provided by the teacher affect students. Thus, they expressed that activities used by their English teacher motivate them to participate in class (97.5%) and help them to improve their grammar skill (82.5%). With reference to this aspect, the teacher believes that their activities motivate student's participation because she taught the

grammar rules with examples and structures. According to the observation, the teacher offers their students detailed grammatical explanations, she begins by writing the sentence structure and two or more examples, later she explains students how the sentence is organized; then, she makes students repeat the sentences aloud and finally instructs them to write their own examples. On the other hand, some students confirmed that the activities provided by their English teacher do not motivate them to participate in class (2.5%) and do not help to improve their grammar skill (17.5%). It was compared with the observations' results conducted by the researcher, where it was testified that the majority of students seemed motivated to participate in the activities proposed by the teacher, the observations also showed that students were motivated most of the time because of the type of activity, the topic of the lesson, the teacher's attitude and it was necessary that the teacher name students to participate in the activity.

In relation to what motivates students, Brown (2016) comments that wants, desires, necessities, lacks, gaps, expectations, motivation, requirements, requests, prerequisites, and what students know and will now, fit into the category of student's needs; for instance, it is possible to say that those students who think that the activities provided by the teacher do not help or motivate them just have a different requirement which has not been approached by the teacher yet.

Strategies used by students to learn English grammar

Graph No 9

Author: Yandry Calderon

Source: Students' Questionnaire

Graph 9 represents the strategies through the subject group admitted they would like to learn English grammar in a better way. (37.5%) of students said that they would like to learn English grammar by learning grammatical rules (37.5%) by doing conversational practices, (10%) by watching movies and listening audiotapes, (25%) by translating words and lectures and (17.5%) by solving grammatical written exercises. Boneva and Mihova (2012) points out the necessity of been aware about the different learning styles classified into visual, auditory and kinesthetic in order to help students to develop their capacities in a better and effective way. The teacher correspondingly reported that her students would like to use strategies like learning grammatical rules and solving grammatical written exercises to learn grammar in a better way. Additionally, it is necessary to state that along the study, the strategies described by students, were used in different tasks and engaged them in meaningful activities.

Grammar improvement in 2016
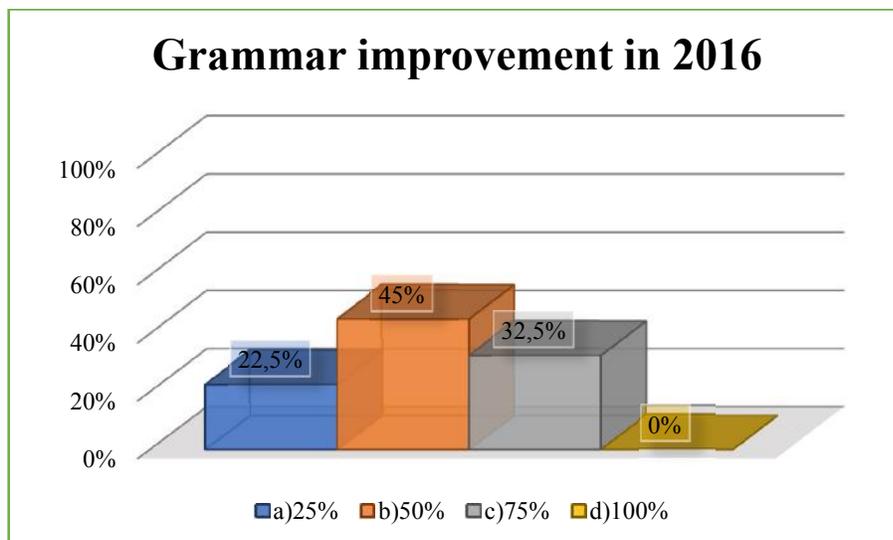
Graph No 10

Author: Yandry Calderon

Source: Students' Questionnaire

In graph 10 we can see that participants of the study claimed that their English grammar level have improved in 2016, they answer that they have improved a 25 (22.5%), 50 (45%), and 75 (32.5%) percent respectively. The teaching methods that are equipped with most of the features that students mentioned in the questionnaire are the Audio-lingual method (Xin, 2014), task-based language teaching method (Ahmed and Hussnain, 2013), and grammar translation method (Weihua in Byram and Hu, 2013). About the teaching methodology, the teacher remarked that she uses the task-based language teaching method, multiple intelligences method, content and language integrated learning approach (CLIL), and explicit grammar teaching method to perform her teaching practices; in contrast to her responses, the observations evidenced that the most of the time the grammar translation method was used by the teacher.

Table No 1

Students' weaknesses and strengths in English language learning			
Strengths		Weaknesses	
WRITING	READING	LISTENING	SPEAKING
50%	27,5%	37,5%	30%

Author: Yandry Calderon

Source: Students' Questionnaire

We can notice in Table 1, through the survey results that 50% of students feel confident in writing, and 27.5% of students feel confident in reading. Although, 37.5% of students feel less confident in listening, and 30% of students feel less confident in speaking. The teacher confirmed that not all students feel confident with their English language skills, she pointed out that their students feel more confident with their writing and reading skills and less confident with listening and speaking. This is because a forty-five minutes class period is not enough to cover all skills and because the teacher focuses in teaching writing and reading more than listening and speaking, as a consequence, a few students have a chance to participate orally and receive feedback regarding their pronunciation as it was verified in the observations, where written exercises were solved faster, while spoken responses required to the teacher asking for specific students to answer.

Wei and Liu (2013), suggest that teachers and students know the importance of improving their English speaking, that it is difficult for teacher to use strategies that promote speaking in students and it is hard for students to speak in English. They comment that the majority of English teachers do not consider English as the major of their students, so teachers consider that speaking is not important for students and dedicate more time to practice

listening in consequence despite they have studied English many years they still not able to communicate using English language.

Lazarus (2014) indicates that even when teachers and students will consider listening and speaking very important, reading skills are crucial, when we read we enlarge our usage of vocabulary and structures, besides writing in a foreign language helps memory and retention, so enables learners to interact in written form with people around the world.

Newton (2016) concludes that the integration of four skills occurs naturally even if the teacher does not intend to join them, skills are not separated and co-occur in learning cognition like listening activities require the student to read questions and answer them in a written way or speaking activities need that the students read and write notes.

Students' expectations regarding language learning
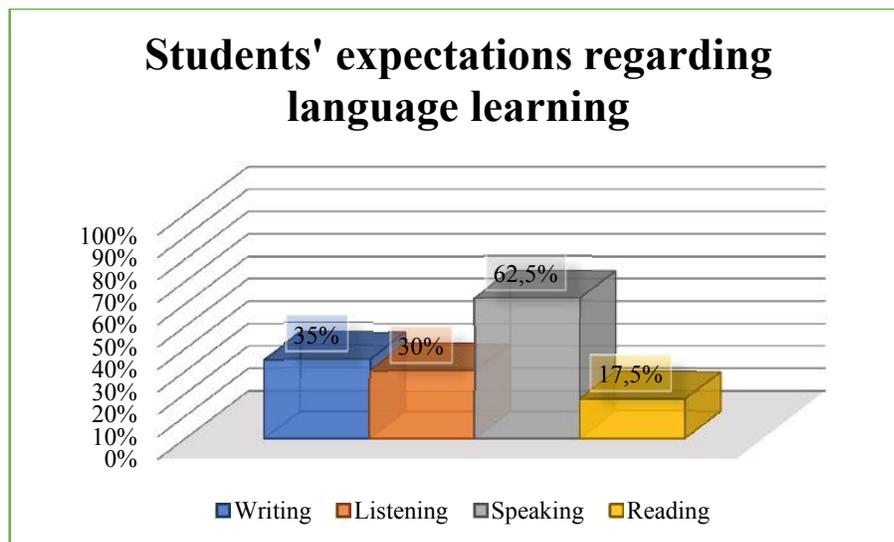
Graph No 11

Author: Yandry Calderon

Source: Students' Questionnaire

Graph 11 represents what the survey respondents said about their language learning expectations. The surveyed students said that they would like to improve their writing skill (35%), listening skill (30%), speaking skill (62.5%) and reading skill (17.5%). Regarding

students learning, Moreno de Diezmas (2016) state that students have difficulties identifying their own strengths and weaknesses and in organizing personalized study plans, she also mentions that a learning environment designed to promote independent learning on students helps them to improve their learning abilities and affects positively their language learning.

About this issue, the surveyed teacher considered that their students would like to improve mostly listening and speaking skills, in the observation was appreciated that teacher provided students with reading texts which were read aloud to the whole class twice; however, the time of the class (45 min) did not allowed the teacher to correct the pronunciation from every student and forced her to use choral repetition most of the time.

Grammar as a resource for improving English skills

97,5%

100%
80%
60%
40%
20%
0%

2,5%

☐YES ☐NO
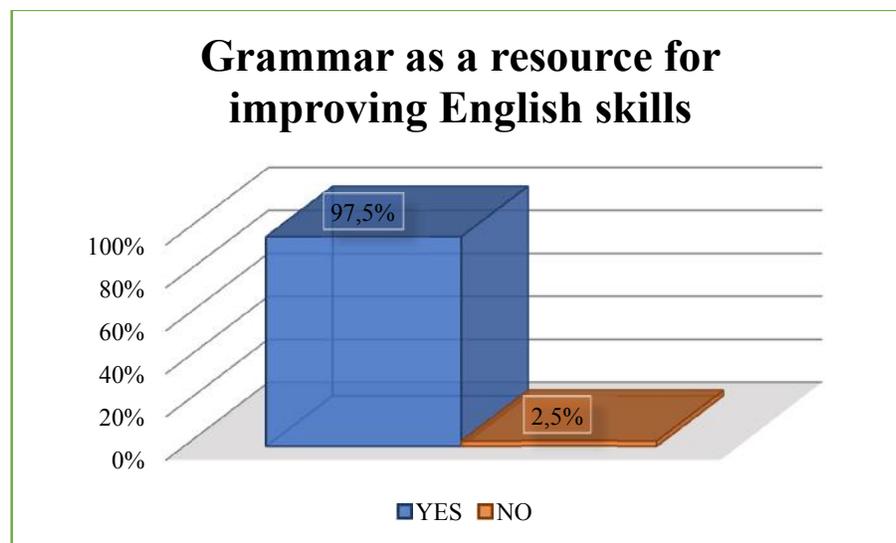
Graph No 12

Author: Yandry Calderon

Source: Students' Questionnaire

In graph 12 students express that English grammar will help them to improve their writing, listening, speaking, reading skills (97.5%) On the other hand, a few undergraduates responded that English grammar does not help them to improve their writing, listening, speaking, reading skills (2.5%). Miao and Dan (2016) explain that teaching grammar is

necessary to understand that theory offers language teaching information regarding methodology and that it is necessary to follow a sequence when teaching grammar.

Miao and Dan (2016) also indicate to focus on the main points of grammar and follow the instruction in detail, to teach relevant content about grammar, to provide grammatical exercises and to correct the errors when they appear. They also state that learners should be required to process the structure, not to produce it. Alike, the teacher agreed that grammar will improve their students' skills (reading, writing, listening and speaking) and emphasized that students learn more about how to structure sentences in class, in this way, they practice and may improve grammar. It was observed that students feel confident when learning grammar and they pay special attention when the grammatical structures are explained by the teacher on the board and then they practice developing the proposed exercises.

CONCLUSIONS

Students perceive grammar as an important issue that must be studied and mastered, not only because it is important for getting good grades but also because of its influence in developing communicative competence and achievement of personal goals such as understanding materials in English or being able to complete classroom activities accurately.

The grammar teaching method, which was used by the teacher is an effective approach, this method focuses on developing reading and writing skills which are considered by the teacher the most necessary ones for their students; for instance, they are the most common activities applied in the classroom.

Students who perceive grammar teaching as a difficult matter, feel discouraged when they intend to develop reading activities, solve grammatical exercises or merely learn grammatical rules.

Students who consider grammar easy, most of the time stay calmed when performing academic activities and feel confident when asking questions to the teacher or when sharing their responses with the class. These students perceive grammar as an aspect of the language that they must learn because it is beneficial and enables them to participate in class rather than a requirement to approve the English subject.

Students are familiarized with the strategies that the teacher uses every class for teaching English grammar because it helps them to improve speaking, listening, reading and writing skills.

RECOMMENDATIONS

Despite the grammar translation method can be an option to teach the target language, it is necessary for teachers to use the audio-lingual and task-based methods. In order to improve students' proficiency level, a combination of different teaching methods is necessary.

Students should change their idea of thinking in grammar as something they must learn because it is imposed by teachers or because it is a requirement to approve the English subject; instead, they must consider grammar as an important aspect for improving their communicative skills.

When teaching, it is necessary to show students that grammar is not only useful for developing written exercises, it is also necessary to explain them how a good knowledge of grammar will improve their communication, provide samples of dialogues and encourage them to practice in pairs or groups the use of learned language patterns. These constraints will enhance self-motivation in students, especially to improve listening and speaking skills.

Since we live in a technological edge, it will be useful for the teacher to include technological devices such as computers or moving the students into the computer laboratory of the institution to develop online activities like solving grammar free tests or playing online grammar games.

The teacher should use additional resources such as audio files with transcriptions, additional books from different authors, movies with subtitles and online webpages to analyze how grammar is used in other contexts. Working with a variety of resources, activities, and methodologies will prepare students to meet new personal or academic challenges.

REFERENCES

Ahmed, M. & Hussnain, S. (2013*). Is Task - based Language Teaching 'The Answer'?*. Language In India, 13(3), 447-463. Retrieved from http://www.languageinindia.com/march2013/drmunawartaskbasedfinal.pdf

Alexander, P., & Murphy, P. (2000). *The research base for APA's learner-centered psychological principles*. In N. Lambert, & B. McCombs (Eds.). How students learn. (pp.25-60). Washington, D.C.: American Psychological Association.

Alghanmi, B. & Shukri, N. (2016). *The Relationship between Teachers' Beliefs of Grammar Instruction and Classroom Practices in the Saudi Context*. English Language Teaching, 9(7), 70. http://dx.doi.org/10.5539/elt.v9n7p70

Al-Harbi, S. S., & Alshumaimeri, Y. A. (2016). *The Flipped Classroom Impact in Grammar Class on EFL Saudi Secondary School Students' Performances and Attitudes.* English Language Teaching, 9(10), 60.

Asher, J. (2009). *Learning Another Language through Actions: The Complete Teacher's Guidebook* (7th edn). Los Gatos, CA: Sky Oaks Productions.

Bista, K. (2011). *How to Create a Learning-Centered ESL Program* (p. 3). Retrieved from http://files.eric.ed.gov/fulltext/ED525826.pdf

Boneva, D., & Mihova, E. (2012). *Learning Styles and Learning Preferences.* Retrieved November 11, 2016, from http://dyscovery.research.southwales.ac.uk/media/files/documents/2014-01-16/Module_8.pdf

Brown, J. (2016). *Introducing Needs Analysis and English for Specific Purposes.* Taylor and Francis.

Byram, M., & Hu, A. (2013). *Routledge Encyclopedia of Language Teaching and Learning.* Hoboken: Taylor and Francis.

Çapan, S. (2014). *Pre-Service English as a Foreign Language Teachers' Belief Development about Grammar Instruction*. Australian Journal of Teacher Education, 39(12). Retrieved from http://ro.ecu.edu.au/ajte/vol39/iss12/9

Christison, M. A., & Kennedy, D. (1999). *A guidebook for applying multiple intelligences theory in the ESL/EFL classroom*. Burlingame, CA: Alta Book Center.

Coombe, C. (2014). *10 Characteristics of Highly Effective EF/SL Teachers*. Perspectives (TESOL Arabia), 22(2).

Dunn, R. & Dunn, K. (1993) *Teaching Secondary Students Through Their Individual Learning Styles*. Boston: Allyn and Bacon.

Gardner, H. (1991) *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books.

Glossary of Education Reform. (2013) *Learning Environment*. Retrieved from the Glossary of Education Reform website http://edglossary.org/learning-environment/

Heafner, T., Hartshorne, R., & Petty, T (2014). *Exploring the Effectiveness of Online Education in K-12 Environments*. IGI Global.

Hinkel, E. (2016). *Teaching English grammar to speakers of other languages* (1st ed.). New york: Routledge.

Hu, R. (2012). *Should Grammar be Taught?*. Theory And Practice In Language Studies, 2(3), 596-604. http://dx.doi.org/doi:10.4304/tpls.2.3.596-604

Ibnian, S., & Hadban, A. (2013*). Implications of multiple intelligences theory in ELT field.* International Journal of Humanities and Social Science, 3(4), 292-297.

Keller, T. (2016). *The Various Roles of the Teacher in the English Classroom* (pp. 4-12). GRIN Verlag.

Kohli, A.L. *Techniques of Teaching English.Delhi: Dhanpat Rai & sons.* 1984.Print.

Kolb, D. A. (1984) *Experiential Learning: Experience as the Source of Learning and Development.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Kumar, P. (2013). *The Importance of Grammar in English Language Teaching - A Reassessment. Language in India*, 13(5), (pp 482-483). Retrieved from http://languageinindia.com/may2013/pradeepgrammarfinal.pdf

Larsen-Freeman, D. (2003). *Teaching Language: from grammar to grammaring*. Cengage Learning College.

Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and Principles in Language Teaching* 3rd edition. Oxford university press.

Lazarus, E. (2014). *Developing reading and writing skills in a foreign language.* In A Practical Guide to Teaching Foreign Languages in the Secondary School, pp. 58-64

Ling, Z. (2015). *Explicit Grammar and Implicit Grammar Teaching for English Major Students in University*. Sino-US English Teaching, 12(8), 556-560.

McGrath, I. (2013). *Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory* (1st ed., pp. 21-23). New York: A&C Black.

Miao, T., Dan, C. (2016). " *The Effect and Influence of Language Teaching Methodology Informed by Theory Acquisition*" in the CLIL Project. In ICT 2016 Conference Proceedings 9th Edition (Vol. 1, pp. 229-232). PIXEL.

Moreno de Diezmas, E.N. (2016). " *Enhancing Learning to Learn Competences and Autonomous Learning by Using ICT in the Acquisition of the English Language*" in the CLIL Project. In ICT 2016 Conference Proceedings 9th Edition (Vol. 1, pp. 132-135). PIXEL.

Newton, J. (2016). *Teaching language skills.* The Routledge Handbook of English Language Teaching, pp. 428-440

Ngoc, K. M., & Iwashita, N. (2012). *A comparison of learners' and teachers' attitudes toward communicative language teaching at two universities in Vietnam*. University of Sydney Papers in TESOL, 7, 25-49.

Norris,J.M. & Ortega,L. (2000). *Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis.* Language Learning. 50, 417-528.

Perry, E. H., & Pilati, M. L. (2011*). Online learning. New Directions For Teaching & Learning,* 2011(128), 95-104. doi:10.1002/tl.472

Piercy, J. (2014). *The 25 rules of grammar: The Essential Guide to Good English.* London: Michael O'Mara Books.

Pritchard, A. (2013). *Ways of learning: Learning theories and learning styles in the classroom*. Routledge.

Richards, J. & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics (4th ed.).* New York: Routledge.

Richards, J. & T. Rodgers. (2001). *Approaches and methods in language teaching.* Cambridge: Cambridge.

Richards, J. (2006). *Communicative language teaching today*. 1st ed. United States of America: Cambridge University Press, pp.2-4.

Richards, J. Rodgers, T. (2014). *Approaches and Methods in Language Teaching.* 3rd ed. Italy: Rotolito Lombarda S.p.A

Savage, K., Bitterlin, G., & Price, D. (2010). *Grammar matters.* Cambridge: Cambridge University Press.

Scherer, M. (2016). *On Being a Teacher: Readings from Educational Leadership (EL Essentials)* (1st ed., pp. 54-59). ASCD.

Schmeck, R. R. (Ed.). (2013). *Learning strategies and learning styles*. Springer Science & Business Media.

Shaikh, Z. & Khoja, S. (2012). *Role of Teacher in Personal Learning Environments.* Digital Education Review, 21, pp,27. Retrieved from http://www.uh.cu/sites/default/files/Role_of_Teacher_in_PLE.pdf

Sopin, G. (2015). *Students' Perceptions of Grammar Teaching and Learning in English Language Classroom s in Libya*. OSR Journal Of Research & Method In Education (IOSR - JRME), Volume 5, PP 67 - 72. http://dx.doi.org/10.9790/7388

Suntharesan, V. (2013). *Implicit Grammar Teaching Activities.* Language in India, 13(6). Retrieved from http://www.languageinindia.com/june2013/suntharesanimplicitgrammarfinal.pdf

Tateo, L. (2012). *What do you mean by "teacher"?psychological research on teacher professional identity*. Psicologia & Sociedade, 24(2), 350. http://dx.doi.org/10.1590/s0102-71822012000200012

Thompson, S., Greer, J., & Greer, B. (2004). *Highly qualified for successful teaching: Characteristics every teacher should possess*. Essays in Education, 10(2):57.

Uysal, N. D., & Yavuz, F. (2015). *Pre-Service Teachers' Attitudes Towards Grammar Teaching.* Procedia-Social and Behavioral Sciences, 191, 1828-1832.

Walker, J. R. (2013). *12 Characteristics of an Effective Teacher*. 2nd ed. Lulu Press Inc, Morrisville.

Wei, X., & Liu, Y. (2013). *Ways to Improve the Students Communicative Competence.* In Proceedings of the 2nd International Conference on Green Communications and Networks 2012 (GCN 2012): Volume 1 (pp. 497-503). Springer Berlin Heidelberg.

Wiggins, G. & McTighe, J. (2007). *Schooling by design* (1st ed., pp. 129). Alexandria, VA: Association for Supervision and Curriculum Development.

Xia, Y. (2014). *Language Theories and Language Teaching—from Traditional Grammar to Functionalism*. Journal of Language Teaching and Research, 5(3), 559-565.

Young, D. J. (2013). *Introducing English Grammar.* Routledge.

Zamani, R., & Ahangari, S. (2016). *Characteristics of an Effective English Language Teacher (EELT) as Perceived by Learners of English*. International Journal of Foreign Language Teaching and Research, 4(14), 69-88.

ANNEXES

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
Teacher's Questionnaire

Dear teacher,
Thank you for agreeing in completing this survey.

Objective: The aim of this survey is to gather information related to your perceptions about grammar teaching in the EFL classroom.

You will not be asked to provide your name so your identity will be completely anonymous to the researcher.

Please provide some of your biographical information

Gender: M .... F ......   Age: ....

Please mark X the option of your preference and provide a reason when necessary.

PERCEPTIONS ABOUT GRAMMAR

1. Do you consider learning grammar is important?

   a) Yes   ( )
   b) No   ( )
   c) Why …………………………………………………….

2. For which of the following skills is grammar instruction helpful?

   a) Writing   ( )
   b) Listening   ( )
   c) Speaking   ( )
   d) Reading   ( )

3. How difficult is learning grammar for your students?

   a) Very difficult ( )
   b) Difficult   ( )
   c) Easy   ( )
   d) Very easy   ( )

4. Do your students like to study grammar?

    a) Yes ( )
    b) No   ( )
    c) Why ……………………………………………………….

5. Why do you consider that studying grammar is beneficial for students?

    a) To get high scores in English test   ( )
    b) To improve English reading and writing skills   ( )
    c) To understand foreign materials such as books, music, so on. ( )
    d) To communicate with foreign people   ( )

STUDENTS' NEEDS

6. Why do your students use English?

    a) To get English test high scores   ( )
    b) For reading and writing   ( )
    c) To understand foreign materials such as books, music, so on. ( )
    d) To communicate with foreign people   ( )
    e) Other …………………………………………

7. Which of the following factors motivate your students to participate in classroom activities?

    a) Type of activity   ( )
    b) Grades   ( )
    c) The topic of the lesson   ( )
    d) Your teacher´s attitude   ( )
    e) Demonstrating your knowledge ( )
    f) Other …………………………………...

8. In which of the following skills your students feel more confident with their English? (choose only one)

    a) Writing   ( )
    b) Listening   ( )
    c) Speaking   ( )
    d) Reading   ( )

9. In which of the following skills do your students feel less confident with their English? (choose only one)

    a) Writing   ( )
    b) Listening   ( )
    c) Speaking   ( )
    d) Reading   ( )

10. Which English skills would your students like to improve?

    a) Writing   ( )
    b) Listening   ( )
    c) Speaking   ( )
    d) Reading   ( )

11. Does grammar help your students to improve the skills you choose in the previous question?

    a) Yes ( )
    b) No   ( )
    c) Why ………………………………….

TEACHING APPROACH

12. Do the classroom activities you provide help your students to improve their English grammar?

    a) Yes ( )
    b) No   ( )
    c) Why …………………………………………………….

13. Do the activities you propose motivate your students to participate in the class?

    a) Yes ( )
    b) No   ( )
    c) Why …………………………………………………….

14. What strategy would your students apply for learning English grammar in a better way?

    a) Learning grammatical rules   ( )
    b) Doing conversational practices   ( )
    c) Watching movies and listening audiotapes ( )
    d) Translating words and lectures   ( )
    e) Solving grammatical written exercises   ( )

15. How much do you consider your students' grammar has improved in year 2016?

    a) 25%   ( )
    b) 50%   ( )
    c) 75%   ( )
    d) 100%   ( )

16. Which of the following methods do you use in the English class?

  a) Grammar translation method   ( )
  b) The audio-lingual method   ( )
  c) Task-based language teaching method   ( )
  d) Total Physical Response method   ( )
  e) Multiple intelligences method   ( )
  f) Content based instruction method   ( )
  g) (CLIL) Content and language integrated learning approach ( )
  h) Implicit grammar teaching method   ( )
  i) Explicit grammar teaching method   ( )
  j) Other ………………………………...

17. Do you consider your students' needs to teach English?

  a) Yes ( )
  b) No ( )
  c) In which way? …………………………………………………………………

Thank you for your collaboration

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Student´s Questionnaire

Estimados estudiantes,
Gracias por acceder a completar la siguiente encuesta.

Objetivo: El objetivo de la presente encuesta es recolectar información acerca de las percepciones sobre la enseñanza de gramática inglesa en una clase donde se enseña inglés como lengua extranjera

Usted no proveerá su nombre, su identidad permanecerá anónima para el investigador

Por favor, provea su información biográfica

Género: M .... F ......   Edad: ....

Ponga una X en la opción de su preferencia y de una razón cuando sea necesario

PERCEPCIONES DE LA GRAMÁTICA DEL INGLÉS

1. ¿Considera que estudiar gramática en inglés es importante?

   a) Si   ( )
   b) No   ( )
   c) ¿Por qué? …………………………………….

2. ¿Para cuáles de las siguientes habilidades del inglés la gramática es beneficiosa?

   a) Escritura   ( )
   b) Escucha   ( )
   c) Habla   ( )
   d) Lectura   ( )

3. ¿Cómo considera el aprendizaje de la gramática del inglés?

   a) Muy difícil   ( )
   b) Difícil   ( )
   c) Fácil   ( )
   d) Muy fácil   ( )

4. ¿Le gusta estudiar gramática?

   a) Si   ( )
   b) No   ( )
   c) ¿Por qué? …………………………………

5. ¿Por qué considera que estudiar gramática en inglés ayuda a los estudiantes?
   (Escoja la opción que considere más importante)

   a) Para obtener buenas calificaciones en los exámenes de inglés ( )
   b) Para leer y escribir   ( )
   c) Para entender materiales en inglés como libros,música,etc ( )
   d) Para comunicarse con extranjeros   ( )

NECESIDADES DE LOS ESTUDIANTES

6. ¿Para qué usa el inglés?

   a) Para obtener buenas calificaciones en los exámenes de inglés ( )
   b) Para leer y escribir   ( )
   c) Para entender materiales en inglés como libros,música,etc ( )
   d) Para comunicarse con extranjeros   ( )
   e) Otra …………………………………………

7. ¿Cuáles de los siguientes factores le motivan a participar en la clase de inglés?   (marque todas las que considere necesarias)

   a) Tipo de actividad   ( )
   b) Calificaciones   ( )
   c) El tema de la clase   ( )
   d) La actitud de su docente   ( )
   e) Demostrar su conocimiento ( )
   f) Otra …………………………………...

8. ¿En cuál de las siguientes habilidades del inglés considera que tiene mayor dominio? (seleccione solamente una opción)

   a) Escritura   ( )
   b) Escucha   ( )
   c) Habla   ( )
   d) Lectura   ( )

9. ¿En cuál de las siguientes habilidades del inglés considera que tiene menor dominio? (seleccione solamente una opción)

    a) Escritura   ( )
    b) Escucha   ( )
    c) Habla   ( )
    d) Lectura   ( )

10. ¿En cuál de las siguientes habilidades del inglés le gustaría mejorar?

    a) Escritura   ( )
    b) Escucha   ( )
    c) Habla   ( )
    d) Lectura   ( )

11. ¿La gramática del inglés le ayuda a mejorar la habilidad seleccionada en la pregunta anterior?

    a) Si   ( )
    b) No   ( )
    c) ¿Por qué? ………………………………….

MÉTODO DE ENSEÑANZA

12. ¿Las actividades proporcionadas por el docente le ayudan a mejorar su gramática del inglés?

    a) Si   ( )
    b) No   ( )
    c) ¿Por qué? ………………………………….

13. ¿ Las actividades propuestas por el docente de inglés le motivan a participar en clase?

    a) Si   ( )
    b) No   ( )
    c) ¿Por qué? ………………………………….

14. ¿Qué estrategia aplicaría para aprender gramática del inglés de una mejor manera?   (seleccione solamente una opción)

    a) Aprender reglas gramaticales   ( )
    b) Practicar conversaciones   ( )
    c) Ver películas y escuchando audios   ( )
    d) Traducir palabras y lecturas   ( )
    e) Resolver ejercicios de gramática   ( )

15. ¿En qué porcentaje considera que ha mejorado su nivel de gramática en el año 2016?

     a) 25%   ( )
     b) 50%   ( )
     c) 75%   ( )
     d) 100%   ( )

Gracias por su colaboración

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
Student´s Questionnaire

Dear participants,
Thank you for agreeing in completing this survey.

Objective: The aim of this survey is to gather information related to your perceptions about grammar teaching in the EFL classroom.

You will not be asked to provide your name so your identity will be completely anonymous to the researcher.

Please provide some of your biographical information

Gender: M .... F ......   Age: ....

Please mark X the option of your preference and provide a reason when necessary.

PERCEPTIONS ABOUT GRAMMAR

1. Do you consider learning grammar is important?

   a) Yes   ( )
   b) No   ( )
   c) Why …………………………………………………….

2. For which of the following skills is grammar instruction helpful?

   a) Writing   ( )
   b) Listening   ( )
   c) Speaking   ( )
   d) Reading   ( )

3. How do you consider grammar learning?

   a) Very difficult ( )
   b) Difficult   ( )
   c) Easy   ( )
   d) Very easy   ( )

4. Do you like to study grammar?

    a) Yes ( )
    b) No   ( )
    c) Why ……………………………………………………….

5. Why do you consider that studying grammar is beneficial for students? (choose the most important option)

    a) To get high scores in the English test   ( )
    b) To improve English reading and writing skills   ( )
    c) To understand foreign materials like books, music, so on. ( )
    d) To communicate with foreign people   ( )

STUDENTS' NEEDS

6. Why do you use English?

    a) To get English test high scores   ( )
    b) For reading and writing   ( )
    c) To understand foreign materials such as books, music, so on. ( )
    d) To communicate with foreign people   ( )
    e) Other …………………………………………

7. Which of the following factors motivate you to participate in classroom activities?

    a) Type of activity   ( )
    b) Grades   ( )
    c) The topic of the lesson   ( )
    d) Your teacher´s attitude   ( )
    e) Demonstrating your knowledge ( )
    f) Other …………………………………...

8. In which of the following skills do you feel more confident with your English? (choose only one)

    a) Writing   ( )
    b) Listening   ( )
    c) Speaking   ( )
    d) Reading   ( )

9. In which of the following skills do you feel less confident with your English? (choose only one)

    a) Writing   ( )
    b) Listening   ( )
    c) Speaking   ( )
    d) Reading   ( )

10. Which English skills would you like to improve?

    a) Writing   ( )
    b) Listening   ( )
    c) Speaking   ( )
    d) Reading   ( )

11. Does grammar help you to improve the skills you chose in the previous question?

    a) Yes ( )
    b) No   ( )
    c) Why ………………………………….

TEACHING APPROACH

12. Do the classroom activities provided by your teacher help you to improve your English grammar?

    a) Yes ( )
    b) No   ( )
    c) Why ………………………………………………….

13. Do the activities proposed by your teacher motivate you to participate in the class?

    a) Yes ( )
    b) No   ( )
    c) Why ………………………………………………….

14. What strategy would you apply for learning English grammar in a better way? (choose only one)

    a) Learning grammatical rules   ( )
    b) Doing conversational practices   ( )
    c) Watching movies and listening audiotapes ( )
    d) Translating words and lectures   ( )
    e) Solving grammatical written exercises   ( )

15. How much do you consider your grammar has improved in year 2016?

    a) 25%   ( )
    b) 50%   ( )
    c) 75%   ( )
    d) 100%   ( )

Thank you

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
Observation Sheet.

Date: ……………………….
Class: 1st BGU (   ) 2nd BGU (   ) 3rd BGU (   )

Do the classroom activities proposed by the teacher motivate students to participate in class?

Yes (   )   No (   )

Which factors motivate students to participate in classroom activities?

Type of activity   (   )
Grades   (   )
The topic of the lesson   (   )
Teacher´s attitude   (   )
Demonstrating their knowledge   (   )
Other …………………………………...

Which activities do students develop in the class?

Learn grammatical rules   (   )
Do conversational practices   (   )
Watch movies and listening audiotapes   (   )
Translate word and lectures   (   )
Solve grammatical written exercises   (   )

Which of the following methods is commonly used in the English class?

Grammar translation method   (   )
The audio-lingual method   (   )
Task-based language teaching method   (   )
Total Physical Response method   (   )
Multiple intelligences method   (   )
Content based instruction method   (   )
(CLIL) Content and language integrated learning approach (   )
Implicit grammar teaching method   (   )
Explicit grammar teaching method   (   )
Other …………………………………...

Researcher notes

………

………

………

………

………

………

………