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CLASSROOM STRATEGIES TO ENHANCE GRAMMAR WITH THE
SUPPORT OF TECHNOLOGY

AUTHOR:

ILCE PAMELA ALPÍZAR ALFARO

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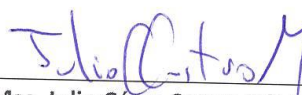Firma

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Nombre sustentante

901100521
Cédula sustentante
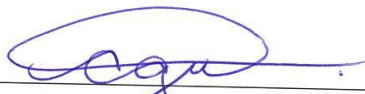
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_____
MSc. Roy Alfaro Alfaro
Tutor

_____
Msc. Julio César Castro Miranda
Lector

_____
MSc. Ariel Gustavo Vargas Vindas
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Chapter I
Introduction

1.1 Introduction

It is important to know that technology has a very deep impact not only in Costa Rica, but also in the world. That is why, it is outstanding to apply technology in daily lives. A very necessary part of the daily life is education. Technology can be useful for students in general, but it can be more profitable for teachers to help students in their learning process.

On the other hand, the integration of technology in education can also support the students understanding and benefit them in some ways, for instance to illustrate better the grammar that must be seen in class, makes classes more dynamic using videos, music and educative games, produces an equal environment in class that gives students the freedom to express themselves and to cooperate with classmates.

1.2 Rationale

The main importance of the technology applied on English teaching of grammar, is that it can be very useful for teachers' because it can improve motivation in students in general for the language in this case, most of the time people feel uncomfortable when they are in class, they have different speeds of learning and different ways to understand or to learn different topics, that is why it can bring some many advantages not only for students' but also to teachers. The process of adjusting environmental conditions, services, activities, information, documentation, as well as attitudes, to the needs of the people, particularly the language learners.

1.3 Abstract

In the following pages of this action research, it is going to have a perception of some strategies to reinforce grammar through the use of technology, Also this research pretends to diagnose the difficulties students have when learning grammar and the different tools that can be implemented to decrease the impact of technology

in this process as well as the advantages and disadvantages of technology applied on teaching grammar.

On the second chapter which is the literature review, it is going to explain all the information that was collected to develop this research, like effective teaching strategies, how to identify technology and teaching with technology specifically to teach grammar. A very important part is the motivation and attitude towards using technology in the teaching and learning process.

On the other hand, the advantages and disadvantages of computer technology in foreign language learning to contextualize the use of technology in the classroom.

On the third chapter of this research it is stated that the approach of information is qualitative because it is used to seek a more comprehensive understanding of activities related to human behavior and the attributes that rule that conduct.

The sources of information are obtained by the means of surveys and observations to the teacher and students of English on the educational institution. For the purposes of this research, the subjects are the English teacher and a group of Cindea Valverde Vega Circuit 04 of the regional education of the west.

Then the findings are shown because of the physical instruments applied, and its corresponding results, the restatement of the research questions and the discussion of the results according to the questionnaires.

On the reflections of this research, it is going to be included some of the insights regarding the process of the research and the experience that was acquired as well as some plans for professors to take further actions.

To conclude with the research some outcomes were explained, as well as some implications to help the students´ practice, some strengths presented on the research that helped to achieve the results and the limitations that were presented as well.

1.4 Purpose

1.4.1   General Objectives

- ✓ To apply some teaching strategies to reinforce grammar through the use of technology.

1.4.2 Specific objectives

- ✓ To diagnose the difficulties students have when learning grammar.
- ✓ To implement different tools to enhance grammar learning through the application of technology.
- ✓ To assess the advantages of technology applied on teaching grammar.
- ✓ To assess the disadvantages of technology applied on teaching grammar.

1.5 Research Question

1.5.1 What kind of strategies can be implemented to enhance grammar with the support of technology?

1.5.2 How does the use of electronic devices influence the students' learning process of grammar?

1.5.3 How important is the use of technology in the grammar teaching-learning process?

1.5 Definition of terms

Discipline: A field of study. Merriam Webster (2018)

Strategies: A careful plan or method. Merriam Webster (2018)

Educational technology: Refers to any form of teaching and learning that makes use of technology. Edutech (2018)

Academic credibility: Means that must have substantial evidence for the points you make, and this can be achieved by thinking critically, having solid arguments and reasoning and showing independence. Study guide (2018)

Essential knowledge: Something that is extremely to know. Reverse dictionary (2018)

Ownership: The state or fact of owning something. Merriam Webster (2018)

Communicative competence: refers to both the tacit knowledge and the ability to use it effectively. Nordquist (2018)

Blogs: A website that contains online personal reflections, comments, and often hyperlinks, videos, and photographs provided by the writer. Merriam Webster (2018)

Wikis: A website that allows visitors to make changes, contributions, or corrections. Merriam Webster (2018)

Motivation: Something that arouses action or activity. Merriam Webster (2018)

Dynamic: Marked by usually continuous and productive activity or change. Merriam Webster (2018)

Identity: The distinguishing character or personality of an individual. Merriam Webster (2018)

User friendly: Easy to learn, use, understand, or deal with. Merriam Webster (2018)

Lexical resources: Resources of or relating to words or the vocabulary of a language as distinguished from its grammar and construction. Merriam Webster (2018)

Innovative: Having the skill and imagination to create new things. Merriam Webster (2018)

Computer assisted learning: Any use of computers to aid or support the education or training of people. Merriam Webster (2018)

Chapter II
Literature review

2.1 Effective teaching strategies

According to Kruse (2013) comprehending the nature of their discipline helps teachers to have a more connected structure in their course and assist students in assuming the processes, characteristics, and philosophy of the discipline as well as the content. Knowing the nature of technology is of absolute importance for making careful decisions regarding teaching and learning with technology, teachers can more wisely structuring technology used in their classrooms and decide when technology use might interfere with learning.

The same author of the previous paragraph mentions that unfortunately, when discussing what teachers should know about technology for instruction, the nature of technology is typically as a hidden way to resist to technological advance or criticize technology use in schools.

However, as Selber (2013) points out, taking a critical stance is important, but not enough because criticism does not prepare educators to work within the new reality, they find themselves. A nature of technology framework is important for both critiquing and improving technology use in schools.

> Beyond deeply understanding content and effective teaching strategies, teachers must understand the nature of their discipline as well as the nature of learning. Genuinely understanding the nature of learning is the foundation for informed decision-making that considers students' struggles and the dynamic classroom context (Kruse, 2013).

2.2 Identifying Technology

According to Kruse (2013) when considering educational technology, too much emphasis is placed on electronic and digital technologies most of the considerations for technology use in schools, found that any technology other than digital technologies and the Internet are being used with the purpose of teaching.

As Williams (2012) mentions, many writers about technology consider that it should be treated as a discipline. One of the reasons for this is an attempt to achieve

a level of academic credibility, but another reason is to try and provide the boundaries within which technology can be utilized.

"Technology can be defined in so many different and equally justifiable ways that are at times so broad as to be meaningless, the academic credibility of technology has been enhanced by the society" (Williams, 2012).

2.3 Teaching with technology

As Spendlove (2013) points out that the content of education with technology remains defined and consequently the essential knowledge of technology education is often difficult to prescribe or even describe, this can be considered as both strength and as weakness of the subject.

The same author of the previous paragraph mentions that leaving teachers a little freedom to embrace new topics and theories, ownership lies with the teacher who can draw upon their students' interests and recent development of knowledge to engage learners with relevant concepts when required, that requires the teacher to be proactive and take ownership of the curriculum.

2.4 Technology for Teaching Grammar

According to Bikowski (2018) grammar instruction has moved beyond the memorization of rules or dialogues and is more firmly situated in helping learners develop their communicative competence, necessitating tasks that allow for noticing grammatical forms, their meaning, and their use. Teaching grammar with technology offers many opportunities that meet these needs.

The same author of the previous paragraph also cited that teachers can guide students to analyze grammar in the context of larger discourse as well as engage in the negotiation of meaning. These technologies can include a range of options from low-tech (tape recorders) through the interactive often-termed Web 2.0 technologies (wikis, blogs) to high-tech options now available (speech recognition, virtual reality devices or spaces) and into the increasingly intelligent options of the

future (gesture-based devices, digital gaming). A growing number of options mean increased choices for teachers.

According to Bikowski (2018) teachers can allow their teaching to evolve as technology evolves by engaging in activities such as collaborative writing tasks. Web-based word processing tools that can be utilized. Students can be placed into groups based on teacher selection, given two or three topics to choose from for their writing, and move through the stages of writing together. Having students work on class writing three or four times during a term allows students to develop their collaborative as well as personal grammar skills.

2.5 Students motivation and attitude towards using technology in the teaching and learning process.

As Bikowski (2018) mentions motivated learners can choose an effective technology tool from many options that meet the needs of the learning task and making these choices effectively requires practice using a variety of types of technologies and for different types of collaborative projects. In contexts with a wide penetration of mobile devices, apps provide an opportunity for learners and teachers to explore collaboration in a more creative way.

The same author of the previous paragraph argues that many browser-based online tools can be accessed on any type of device, and often have a corresponding downloadable app. In lower-technology contexts, apps allowing feature phones to be used as smartphones can provide a vehicle for student motivation that would not be otherwise available.

> Collaborating in small groups, students encourage each other and offer recommendations on further ways to meet their goals, offering students increased opportunities for practical tips and communication, projects using student-generated content support learners as they build a greater sense of ownership over their own learning and help educators more fully understand learners' realities (Schulze 2007).

As the previous author mentioned the collaboration when teaching and learning is very important because it encourages the learners to reach their goals in a more successful way, also technology can help with the motivation that they will need to continue, planning a more dynamic curriculum to keep the engaged and to develop their own learning.

Technologies that grant students to build their own identity and express themselves not only with words but also with rich media content such as images, music, artwork can be very motivating. Shared projects that encourage students to add their personal voice to the group voice offer students the opportunity to reflect upon and communicate their opinions. (Bikowski, 2018)

As Bikowski (2018) also wrote, blogging tools or online graphic novel are user-friendly and can be easily monitored by the teacher, while they also offer many options for users, including using images/movies or linking to other pertinent sites. Reflection can be encouraged by using an online journaling tool, where learners can write about and add images about their development in English as well as their ability to be effective collaborators. Digital storytelling is one type of student-generated content that can be quite motivating. Collaborative groups create short multimedia stories topics can include personal
stories, stories about historical figures from different points of view, community cultural stories, travel guides, or new endings to existing stories.

2.6 Technology supported Approach to Teaching Grammar

Despite participating in courses specifically aimed at improving the writing proficiency of English as a Foreign Language (from now on EFL) learners, nonnative speakers (from now on NNS) are frequently not prepared to produce acceptable academic writing (Fishel,2016).
Fishel (2016) points out that, among other problems, the relative absence of direct and focused grammar instruction, the lack of academic vocabulary development, and the exclusive use of a process-writing approach contribute to this

problem. Even high intermediate and advanced nonnative speakers do not have the grammatical and lexical resources to benefit from the process-writing-teaching approaches.

Thus, researcher (Fishel, 2016) recommend to specifically including grammar and vocabulary relevant to academic writing in the curriculum of writing classes for nonnative speakers. The availability of advanced technology coupled with recent research dealing with learner texts allows for the creation of systems specifically designed to address learner needs an ideal platform for implementing these recommendations into functional systems is the World Wide Web (WWW).

Technology can be instrumental in creating an innovative online grammar resource aimed at raising learner awareness of troublesome grammatical features and implementing the principles of computer-assisted language learning, learner texts can be transformed and integrated into an effective online resource. In doing so, we proceed as follows: First, we reiterate and highlight the need for including grammar instruction as part of EFL writing courses, review work that has been done to date using learner corpora to assist with such instruction, suggest features to be included in a Web-based resource based on information derived from an interactionist view of foreign language acquisition, and review existing writing systems.

2.7 The Advantages and Disadvantages of Computer Technology in foreign Language Acquisition.

2.7.1 Advantages

Educators (Rost, 2006) indicate that the current computer technology has many advantages for foreign language learning. Computer and its attached language learning programs could provide foreign language learners more independence from classrooms and allowing learners the option to work on their learning material at any time of the day, it can be expected that the cost for computer technology is considerably lower than for face-to-face classroom teaching, and when used in conjunction with traditional foreign language classroom study, students can study more independently, leaving the teacher more time to concentrate effort on those

parts of foreign language teaching that are still hard or impossible by the computer, such as pronunciation, work on spoken dialogue, training for essay writing and presentation.

Lee (2006) further stated that the reasons why it should be applied computer technology in foreing language instruction, include computer and its attached language learning programs can (a) prove practices for students through the experiential learning, (b) offer students more the learning motivation, (c) enhance student achievement, (d) increase authentic materials for study, (e) encourage greater interaction between teachers and students and students and peers, (f) emphasize the individual needs, (g) regard independence from a single source of information, and (h) enlarge global understanding.

Lee (2006) also expressed that computer assisted language learning programs can be wonderful stimuli for foreign language learning. Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary. Those abilities will promote foreign language learners' learning motivation. Through various communicative and interactive activities, computer technology can help foreign language learners strengthen their linguistic skills, affect their learning attitude, and build their self-instruction strategies and self-confidence.

According to Robertson (2006), the participants who joined computer assisted language learning programs also had significantly higher self-esteem ratings than regular students, with the high development of computer technology, computers can capture, analyze, and present data on foreign language students' performances during the learning process.

It is known that, observing and checking students' learning progress are very important activities to help students achieve their foreign language learning. When teachers attempt to assess students' learning, they can get the essential information from a well-designed computer language learning programs and then offer feedback tailored to students' learning needs (Taylor & Gitsaki, 2006).

In addition, students can get various authentic reading materials either at school or from home by connecting to the internet, those materials can be accessed

24 hours a day. In a word, computer technology provides the interdisciplinary and multicultural learning opportunities for students to carry out their independent studies. Kritsonis(2006)

The same author of the previous paragraph indicated that the random access to web pages would break the linear flow of instruction. By sending e-mail and joining newsgroups, foreign language learners can also communicate with people they never met before and interact with their own teachers or classmates. Shy or inhibited learners can be greatly benefited through the individualized technology-learning environment, and studious learners can also proceed at their own pace to achieve higher levels. Many concepts and cognitions are abstract and difficult to express through language the language teaching area. It seems that computers can make up for this shortage by using the image showing on the screen.

Kozma (1991) expressed that interactive visual media which computers provided seem to have a unique instructional capability for topics that involve social situations or problem solving, such as interpersonal solving, foreign language or foreign language learning. Both cognitive theorists and humanists all pointed out that practice experience is a very important factor for people's learning. Experiential theory educators believe that knowledge is about making sense of information, extracting meaning and relating information to everyday life and that learning is about understanding the world through reinterpreting knowledge.

When computer technology combines with internet, it creates a channel for students to obtain a huge amount of human experience and guide students to enter the "global community". In this way, students not only can extend their personal view, thought, and experience, but also can learn to live in the real world. They become the creators not just the receivers of knowledge, as   the way information is presented is not linear, foreign language learners can still develop thinking skills and choose what to explore (Lee, 2006).

2.7.2 Disadvantages

Although there are many advantages of computer, the application of current computer technology still has its limitations and disadvantages. Gips, DiMattia, &

Gips (2006) indicated that the first disadvantage of computer and its assisted language learning programs is that they will increase educational costs and harm the equity of education. When computers become a new basic requirement for students' to purchase, low budget schools and low-income students usually cannot afford a computer. It will cause unfair educational conditions for those poor schools and students. On the other hand, expensive hardware and software also becomes the big obligations for schools and parents.

Second, it is necessary that both teachers and learners should have basic technology knowledge before they apply computer technology to assist foreign language teaching and learning. No student can utilize computer if he or she lacks training in the uses of computer technology. Unfortunately, most teachers today do not have enough technological training to guide their students exploring computer and its assisted language knowledge programs.

Therefore, the benefits of computer technology for those students who are not familiar with computer are inexistent (Roblyer, 2006). Third, the software of computer assisted language learning programs is still imperfect. Current computer technology mainly deals with reading, listening, and writing skills. Even though some speaking programs have been developed recently, their functions are still limited.

Fourth, computers cannot handle unexpected situations. foreign language learners' situations are various and ever changing. Due to the limitations of computers' artificial intelligence, computer technology is unable to deal with learners' unexpected learning problems and response to learners' question immediately as teachers do. The reasons for the computer's inability to interact effectively can be traced back to a fundamental difference in the way humans and computers utilize information (Dent, 2011).

Blin (2011) also expressed that computer technology with that degree of intelligence do not exist and are not expected to exist for quite a long time. In a word, today's computer technology and its attached language learning programs are not yet intelligent enough to be truly interactive. People still need to put effort in developing and improving computer technology in order to assist foreign language learners.

Chapter III
Design and method

3.1 Research approach of information

According to the research proposed and according to the classification of the different types of research, it can be said, that this research is going to be developed as a qualitative investigation. This type of investigation is characterized as follows:

Qualitative research is an analytical methodology used in many academic disciplines, typically in the social sciences. Also, it is used in fields such as market research. Qualitative researchers seek to gather a more comprehensive understanding of activities related to human behavior and the attributes that rule such behavior.

3.2 Sources and subject

3.2.1 Sources

They refer to the locations from which the information is collected. Which is obtained by means of surveys and observation to the teachers and students of English of Cindea Valverde Vega through instruments of information collection.

3.2.2 Subjects

For the purposes of this work, the subject is the English teacher and a group of Cindea Valverde Vega circuit 04 of the Regional Education of the West. A group and its professor were taken.

3.3 Population and sample

3.3.1 Population

The population is the one with which the work is carried out to obtain qualitative data, which allows obtaining a representative sample, according to the statistical procedures that are carried out in this case the population is Sarchi, Valverde Vega,Alauela.

3.3.2 Sample

It is important to specify the population, the size of the sample, the type of stratification or segmentation, the randomness of the samples to be used and the directed sampling of the investigation.

The sample is the number of elements, chosen or not at random, that in this case are fifteen students of seventh grade and its professor of the Cindea Valverde Vega.

3.4 Action plan

3.4.1 Description of deliberate invention applied

In order to apply the use of technology to teach grammar in a common class there are some activities and apps that are going to be applied through the class. The first activity is going to be jeopardy using a website that is called jeopardy rocks, the game consists on a board that has different categories and different amounts of prices depending on the difficulty of the question and the group of the person that has more points is the winner.

The second activity that is going to be applied is kahoot with questions about grammar, this is an individual activity.

Another activity is called Draw something, it consists on having a projector and telling a student to come to the board and with the help of the application paint must draw the word and its team has 1 minute to guess the drawing. Duolingo is a good application to improve their level and learn more grammar in case there is time left that application can be used.

3.4.2 Instruments used to assess the intervention:

3.4.2.1 Questionnaires

There are going to be applied two questionnaires one for the students and one for the professor both has 9 closed questions in order to collect the necessary information to assess the research.

3.4.2.2 Observations

As well two observations are going to be held one for the professor and the other one for the class itself in order to collect the necessary information to assess the research.

Chapter IV
Findings.

4.1 Data analysis

In the analysis of the physical instruments used which was a survey that was passed to an English teacher and its corresponding group, Cindea Valverde Vega. A manual compilation was made, nine closed questions that were applied to the English teacher to know if they were or not in agreement with the use of technology in the teaching of English Grammar.

To reach the end of the investigation, it was necessary to pass the survey through the participating educational center, and it was collected by the researcher. As results from the instruments used in the investigation are the graphs.

In the first question of the students´ questionnaire refers to the importance that teachers use technology in their classes, the great majority of students answered in an affirmative way meaning that for them that technology is very important for the learning process.

The next question is about the professor and its use of technology in his English classes, all the students´ answered that technology was used in the class by the professor. With the question about feeling comfortable with the use of technology in the English classes, and all the students answered that they were comfortable with technology in class.

The question number four is very important for this research because it is about the access that they have with technology every day. Two of the fifteen students answered that they do not have access to a technological device daily.

The next question was if they would like that the professor uses more technology in class, while I was with the students they mentioned that the professor already uses a lot of technology, but they would like to have more in class and all of them agreed.

There was a question about the use of technology to learn grammar more quickly and efficiently, the students answered in an affirmative way. Another one was that if they used a cell phone in the English class with learning purposes, Four

students answered that they never use cellphones in class to learn grammar, rest of them answered in and affirmative way.

In this research it is very important that the students feel motivated when the professor uses technology in class and the results of the questionnaire showed that fourteen students answered yes and only one answered no, the same as the last question that was about how essential and necessary technology in the learning process is.

4.2 Restatement of questions and discussion of results

Due to the observations, the questionnaire and the activities applied in the class, regarding the first research question some strategies that can be implemented are the use of the cellphones with learning purposes, use of internet through the class and projectors to make it more dynamic and efficient.

According to the results on the questionnaire applied not only to the students but also to the professor, show that the answer of the second research question "How does the use of electronic devices influence the students' learning process of grammar?" is that the influence is very positive, students said that they feel confident in classes with the use of technology and they understand in a better way, the professor said that it is easier to plan and teach a lesson with technology.

On the other hand, the results of the research allow to prove the third question that is related with the importance of the use of technology in the grammar teaching-learning process, both the professor and the students agreed in the necessity of technology in the English class and categorized it as essential to learn better.

Chapter V
Reflections.

5.1 Reflections

This research was very interesting because technology has a lot of different ways to apply teaching in almost everything, because of that the experience was amazing because the difference is big between a class with technology and without technology, making the learning process easier and more effective.

The motivation of the students, when they knew that technology was going to be used they were motivated to learn grammar, they are used to technology and use it daily in most of the cases and mentioned that the learn better with that.

The experience would be better if there were an opportunity to have the group that was assigned to me more time to have the chance to give regular classes for more time applying technology and using all the great educational applications that were invented for this purpose, then follow the learning process throughout the year and look for possible ways to improve the process.

5.2 Plan for further action

If there were the opportunity to apply this project again, some recommended actions would be to have the group more time, to have the opportunity to give more classes with these strategies.

Other actions would be to have more access to technology also to have the time to motivate students to learn English with the help of technology.

On the other hand, based on the findings of this research a good change would be to reinforce the idea that technology is very important to improve the learning process, to implement better and more strategies to use technology to teach grammar.

Chapter VI
Conclusions.

6.1 Outcomes

It is known that technology used for teaching grammar has a lot of advantages, you can give dynamic ways to achieve the objectives of the learning process to all the community, to motivate them to learn in an easier and more effective way.

It is also important to be informed about the change that not only in education but also technology has done to our educational system in the past decades, because of having the facilities that technology give us has advantages and disadvantages.

We must be concern on the different learning styles that students may show and which technology to use depending on each student, to prevent inconvenient situations and use them in the best way.

6.2 Implications

This research can help other teachers´ practice because technology can have a lot of different activities and ways to plan a class not only in grammar but in other skills it can make the process more efficient.

Teachers can consider the different learning styles of the students to pick the different applications and web pages to conduct the class and help students to learn faster

6.3 Strengths

Some strengths found in this research were the availability of technology given by the institution they have internet connection in all the institution and projectors available for all the teachers.

Then due to the observation another strength found was the attitude of the group they were motivated and able to participate in the activities that were involved with technology.

6.4 Limitations

It should be kept in mind that the study has a few limitations:

It can be said that is the most important limitation is that the group is not mine and in a limited amount of time is given to interact with the class, to notice the necessity of the students, to have a chance to follow them, and improve their skills and motivation towards the language.

Because of what is already mentioned without time, there was no access of information. The information I had was limited was a limitation because not enough time was given to recollect the necessary information to go deeper in this research.

Chapter VII
Recommendations.

7.1 Recomendations

a) A good idea to implement technology into classrooms would be to use different programs to help teachers to support their grammar classes.

b) It is outstanding to be informed and updated so a good recommendation will be to be aware of the changes that technology has, to accept that changes.

c) Faced with this reality, it is vitally important to promote tools that allow all the teachers, without exception, to interact autonomously with technology. And even, take a step further: lean on these tools to improve their daily activities and overall quality of life.

d) Teacher must be informed about the students and be very concerned on grammar problems that may appear on them to give the optimum use of technology when teaching.

e) Teacher must be updated to the different technologies that are used to teach English grammar.

f) It is important that students learn to use technology that is used every day as: television, cell phones, tablets and computers and so these tools will help us to motivate and create activities in the best way in the classroom and beyond.

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Annexes.

Professor's questionnaire

I am addressing   you very respectfully to ask for your valuable collaboration, which is to provide your opinion regarding the following questionnaire, which aims to conduct a study with the purpose of providing information for the realization of a research at the Universidad Latina in the English department. This information will have the strictest treatment of confidentiality, professionalism and will not be the object of study in any other institution.

Instructions: The next questions will be about if the technology is a good tool or not for the grammar acquisition. (Mark with an X each answer). Choose an answer per question	In complete disagreement (No) 1	Completely agree (Yes) 2
1.Does MEP motivates the use of technology for grammar teaching?		
2. Does your institution gives the necessary tools to use technology on English classes?		
3. Do you use technology as a mean to give your grammar classes?		
4. Do you believe that the use of technology is necessary to teach grammar?		
5. Do you use at least one technological tool to teach grammar?		
6. Do you think that it is easy to use technology in class?		
7. Do you think that it is necessary to use technology to improve the learning process?		
8. Do you feel confident and able to use technology in your grammar classes?		
9. Is the curriculum related with the use of technology?		

Ilce Alpizar Alfaro, student of the Universidad Latina, I appreciate the time given to answer this questionnaire.

Student's questionnaire

I am addressing you very respectfully to ask for your valuable collaboration, which is to provide your opinion regarding the following questionnaire, which aims to conduct a study with the purpose of providing information for the realization of a research at the University Latina in the English department. This information will have the strictest treatment of confidentiality, professionalism and will not be the object of study in any other institution.

Instructions: The next questions will be about if the technology is a good tool or not for the grammar acquisition. (Mark with an X each answer). Choose an answer per question	In complete disagreement (No) 1	Completely agree (Yes)) 2
1. Do you think it is important that teachers use technology in their classes?		
2. Does the teacher uses technology for the English classes?		
3. Do you feel comfortable with the use of technology in the English classes?		
4. Do you have access to at least one technological tool daily?		
5. Would you like that in English classes the teacher uses more technology?		
6. Do you think that with the use of technology you learn more quickly and efficiently?		
7. Have you use a cell phone in your English class with learning purposes?		
8. Do you feel motivated when your teacher uses some kind of technology in the classroom?		
9. Do you believe that the use of technology in the classroom is essential and necessary?		

Ilce Alpizar Alfaro, student of the Universidad Latina, I appreciate the time given to answer this questionnaire

Professor´s observation chart.

1. Professor´s personal aspects:

Aspects to observe:	Poor	Good	Excellent
a) Personal appearance.			
b) Coherence among what he says and does.			
c) Use of the voice.			
d) Movement in the classroom.			

2. According to the contents:

Aspects to observe:	YES	NO	NON-OBSERVABLE
A) The professor uses updated content.			
B) The professor shows the knowledge in the contents of the class.			
C) The professor establishes a relation between the contents easily.			
D) Uses technology as a mean to give the class.			
E) Promotes the learning according to the necessities and potential of the students.			
F) Gathers up the knowledge and experience of the students.			
G) The grammar contents are being taught with the use of technology.			
H) Selects the appropriate materials to give the grammar class.			
I) Uses at least one technological device in class with teaching purposes.			

Group's observation chart.

This chart is going to be used to observe a group to investigate how to use Classroom strategies to enhance grammar with the support of technology.

Aspects to observe:	YES	NO	NON-OBSERVABLE
A. The group participates actively.			
B. The group has a peaceful relationship.			
C. The group has respect for its members.			
D. The students cooperate with the professor.			
E. The group shows respect for the professor.			
F. The motivation of the group is appropriate.			
G. The technology usage is planned according to the class			
H. The professors manage the group in a correct way.			
I. The students use English to communicate.			
J. The professor has the knowledge about technology that is necessary to give a class.			
K. The group has a grammar level that is according to their grade.			

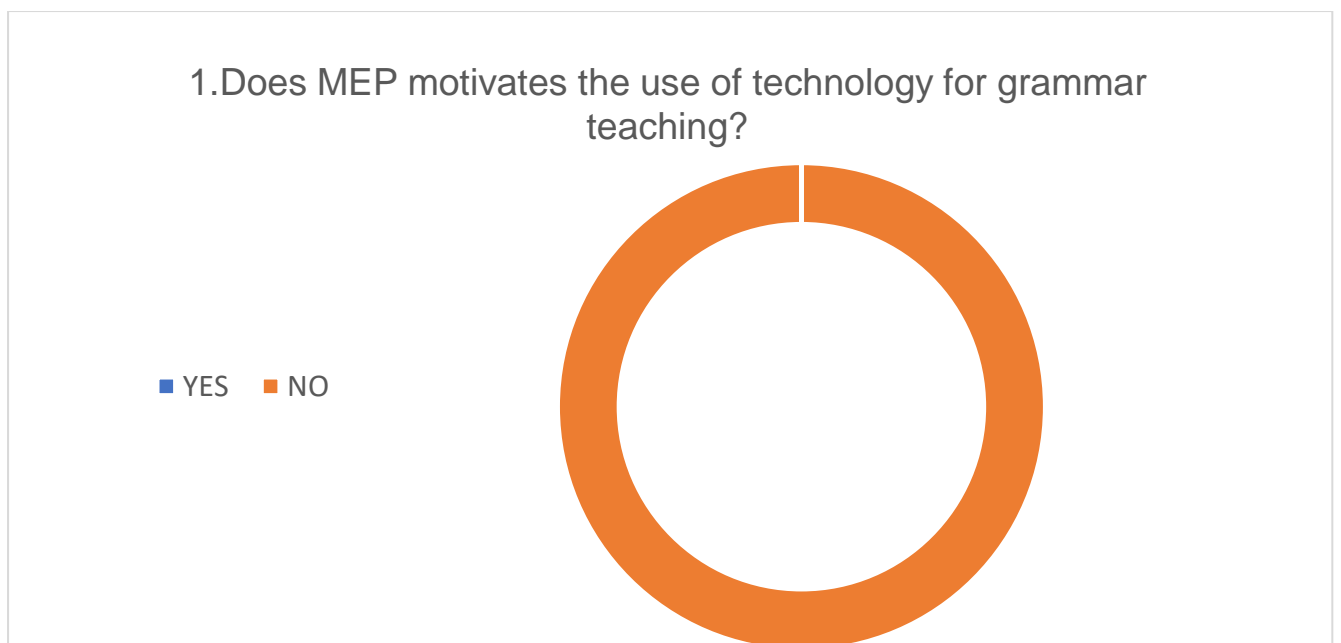**<u>Analysis and interpretation of data obtained from Professor's questionaire.</u>**

Chart #1

1. Does MEP motivates the use of technology for grammar teaching?

	Absolute value	Relative value
NO	1	100%
YES	0	0%
Total	1	100%

Source: Questionnaire applied to Professor of English, Cindea Valverde Vega. 06/03/2019

Graphic # 1

1.Does MEP motivates the use of technology for grammar teaching?

■ YES ■ NO

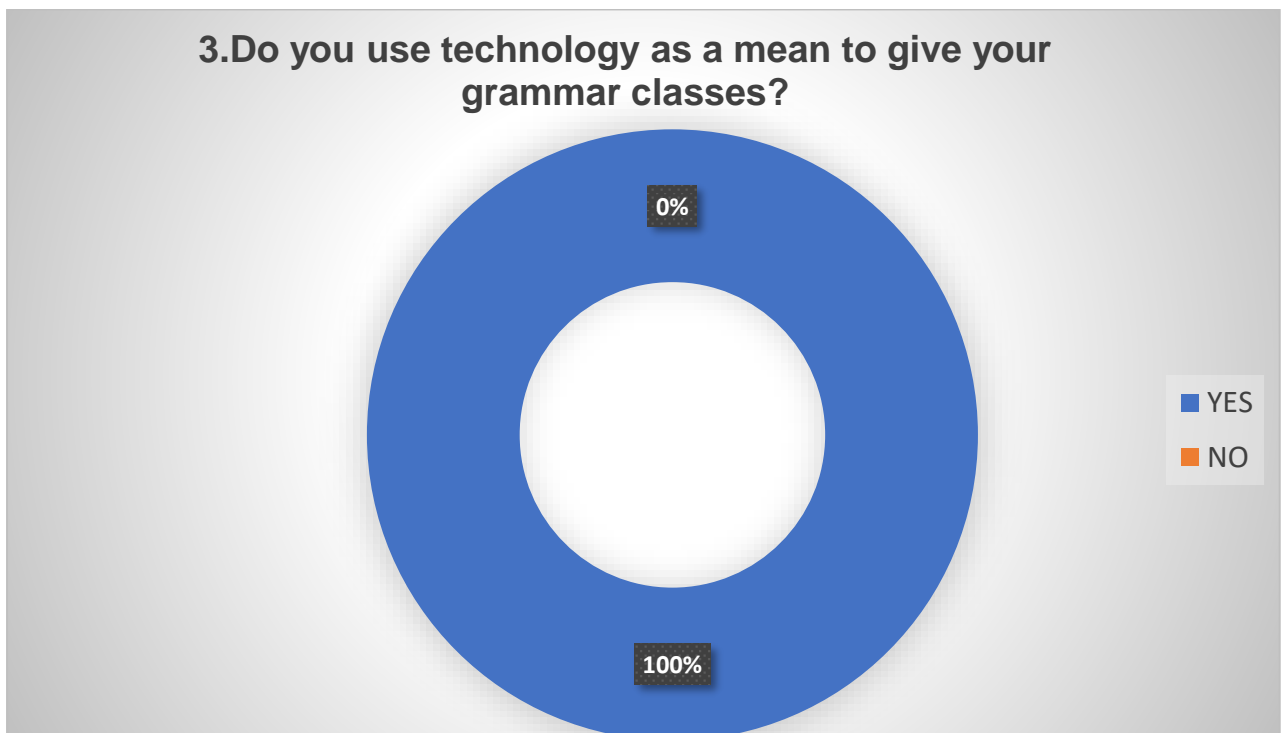**Source:** Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Chart #2

2. Does your institution gives the necessary tools to use technology on English classes?

	Absolute value	Relative value
NO	0	0%
YES	1	100%
Total	1	100%

Source: Questionnaire applied to Professor of English, Cindea Valverde Vega. 06/03/2019

Graphic # 2

2. Does your institution gives the necessary tools to use technology on english classes?

YES   NO

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Chart #3

3. Does your institution gives the necessary tools to use technology on English

classes?

	Absolute value	Relative value
NO	0	0%
YES	1	100%
Total	1	100%

Source: Questionnaire applied to Professor of English, Cindea Valverde Vega.
06/03/2019

Graphic # 3

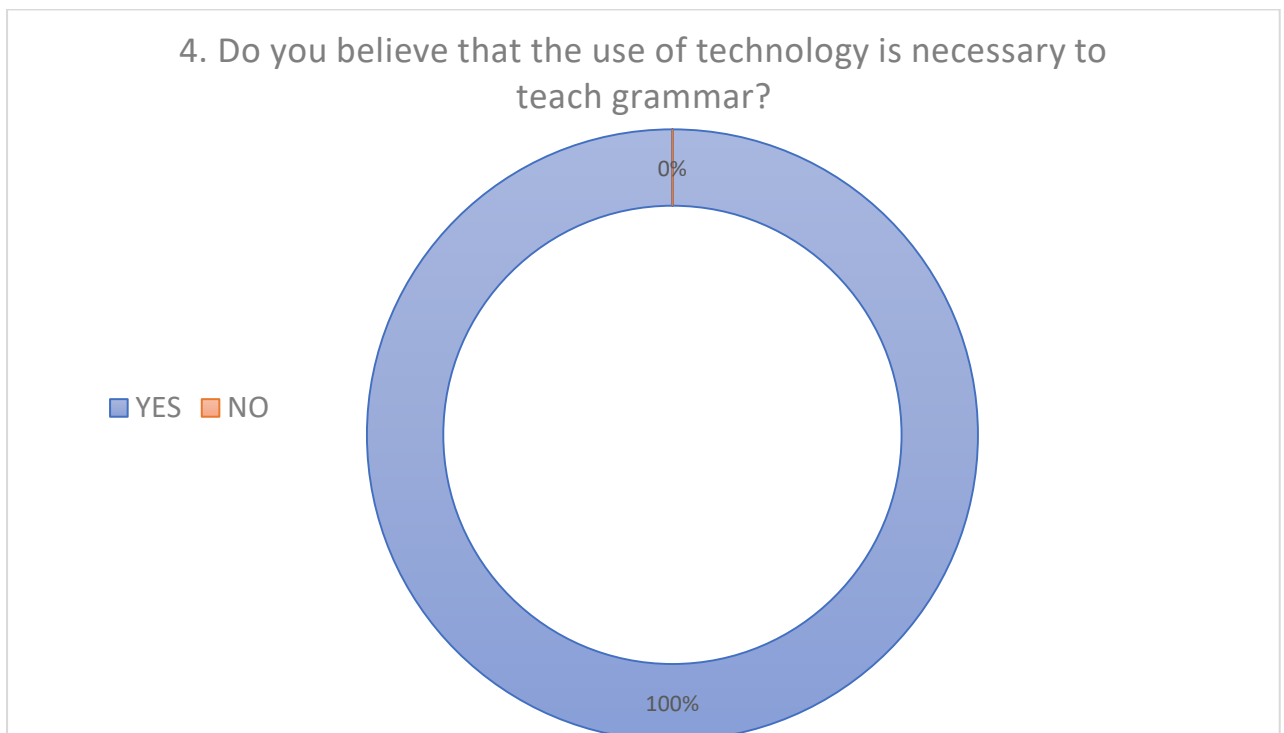**Source:** Questionnaire applied to students of an English class, Cindea Valverde
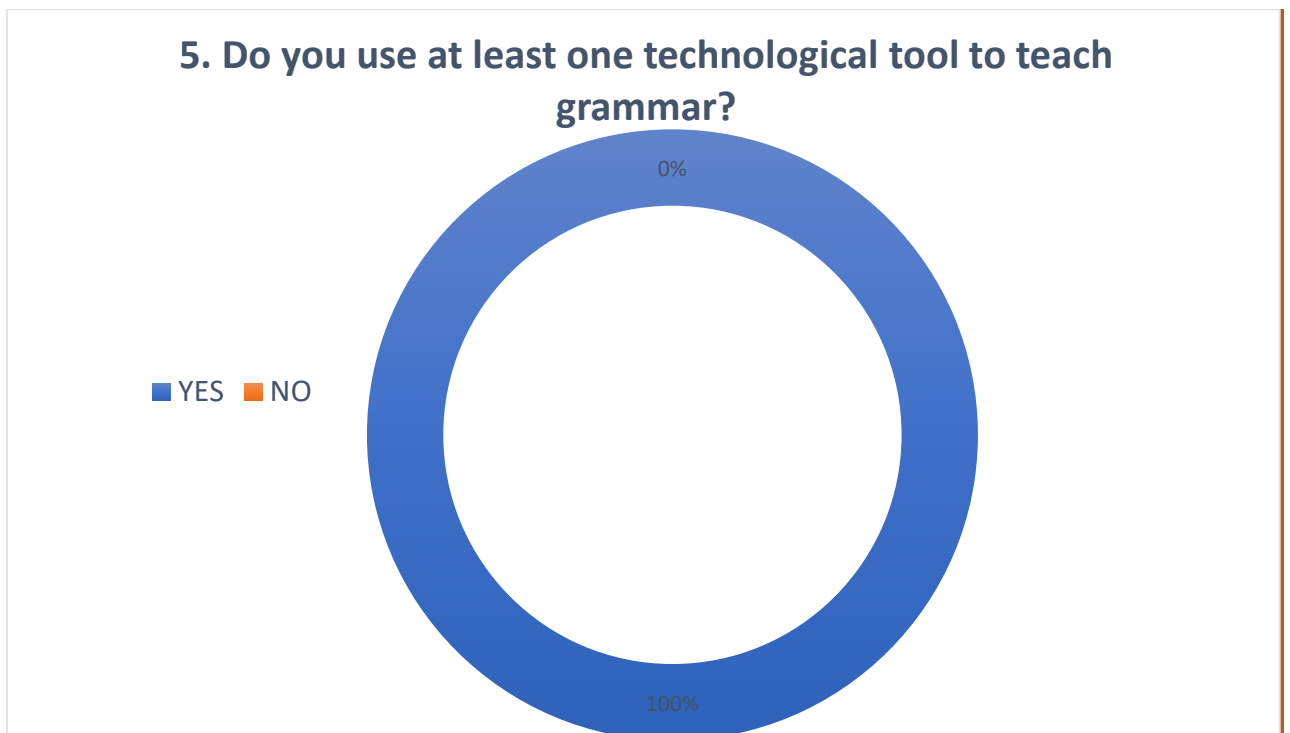Vega. 06/03/2019

Chart #4

4. Do you believe that the use of technology is necessary to teach grammar?

	Absolute value	Relative value
NO	0	0%
YES	1	100%
Total	1	100%

Source: Questionnaire applied to Professor of English, Cindea Valverde Vega. 06/03/2019

Graphic # 4

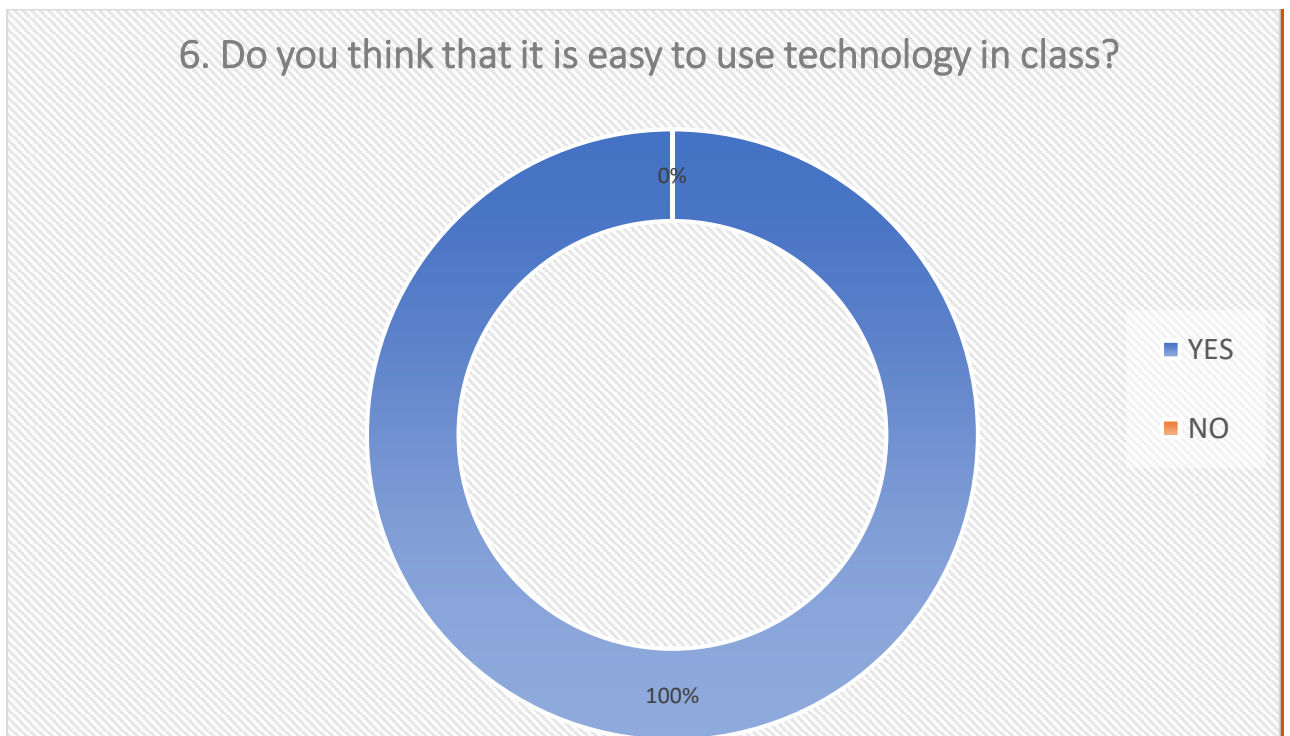**Source:** Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019
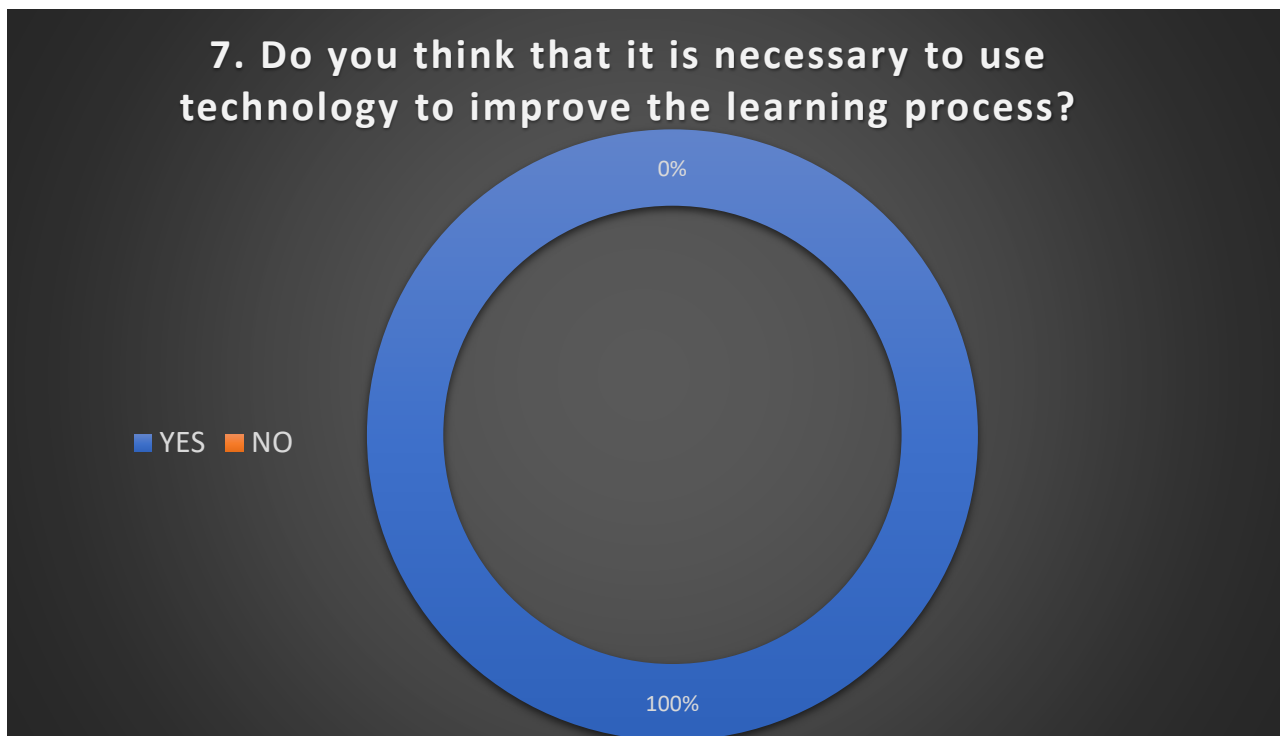
Chart #5

5. Do you use at least one technological tool to teach grammar?

	Absolute value	Relative value
NO	0	0%
YES	1	100%
Total	1	100%

Source: Questionnaire applied to Professor of English, Cindea Valverde Vega. 06/03/2019

Graphic # 5

5. Do you use at least one technological tool to teach grammar?

0%

YES NO

100%

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Chart #6

6. Do you think that it is easy to use technology in class?

	Absolute value	Relative value
NO	0	0%
YES	1	100%
Total	1	100%

Source: Questionnaire applied to Professor of English, Cindea Valverde Vega. 06/03/2019

Graphic # 6

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019
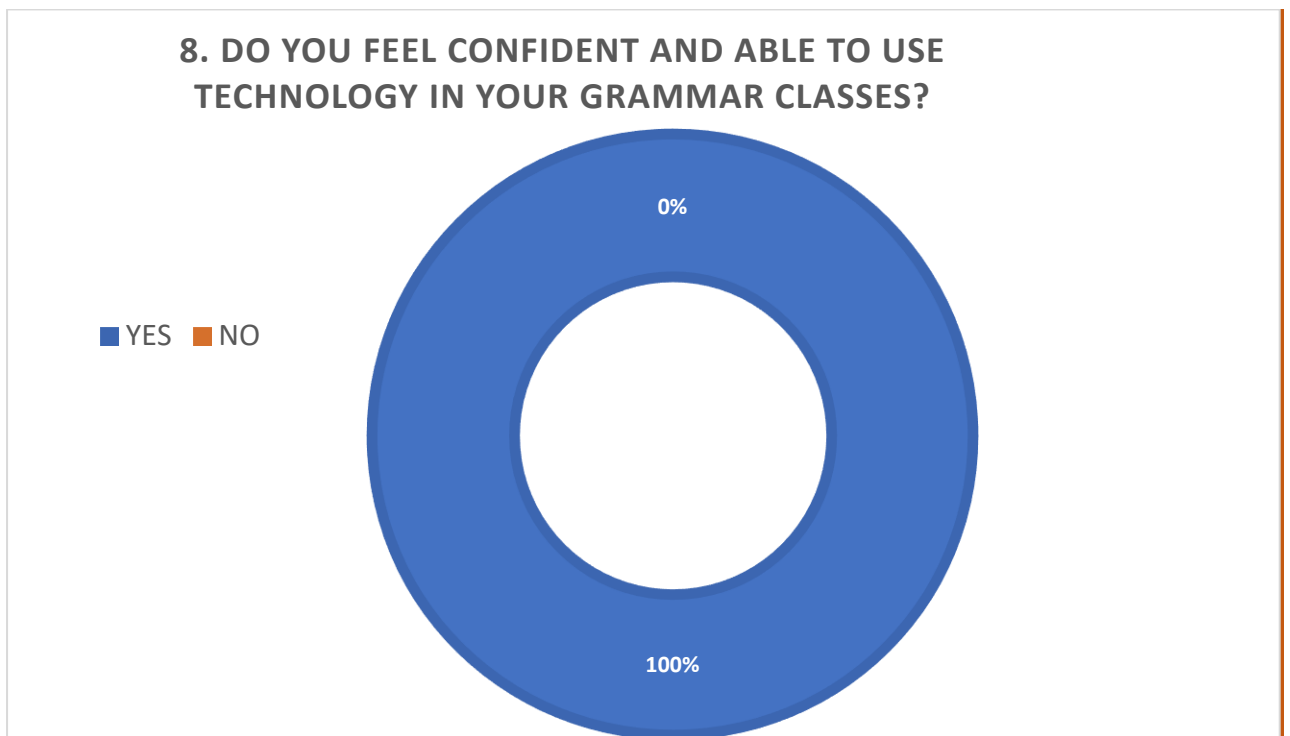
Chart #7

7. Do you think that it is necessary to use technology to improve the learning process?

	Absolute value	Relative value
NO	0	0%
YES	1	100%
Total	1	100%

Source: Questionnaire applied to Professor of English, Cindea Valverde Vega. 06/03/2019

Graphic # 7

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019
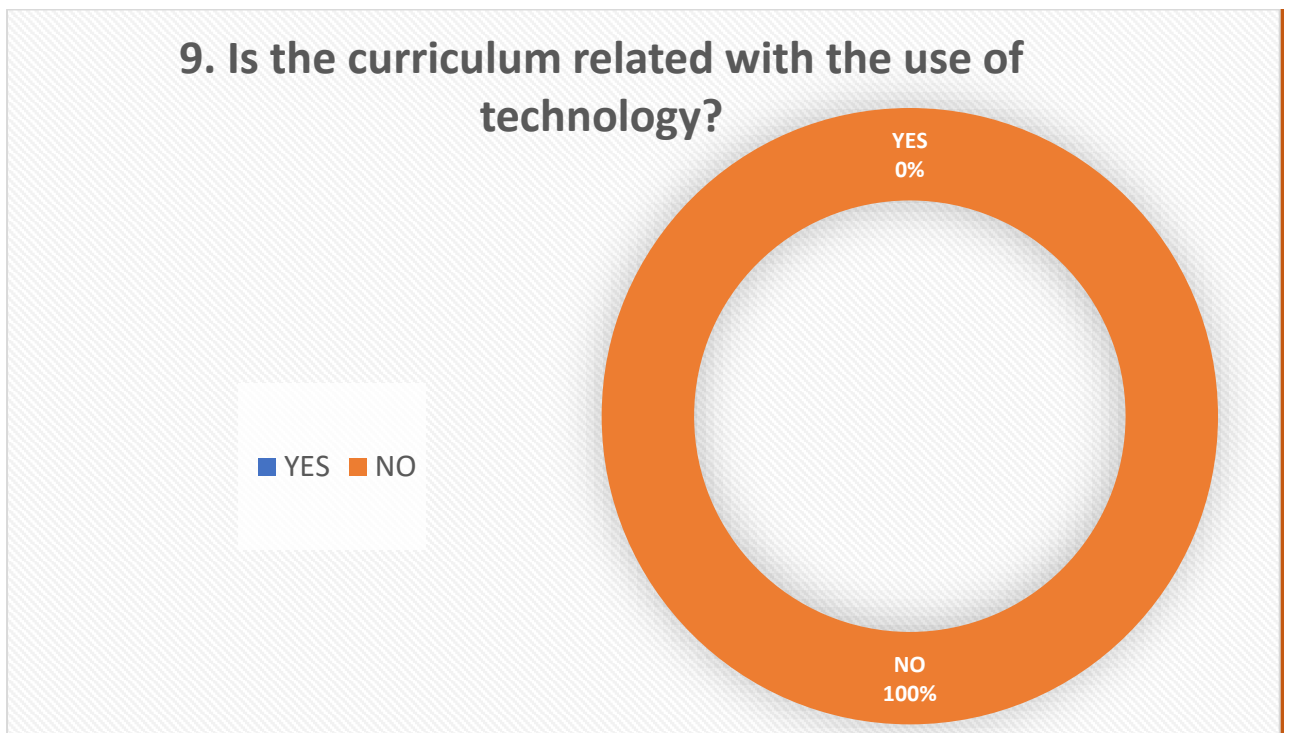
Chart #8

8. Do you feel confident and able to use technology in your grammar classes?

	Absolute value	Relative value
NO	0	0%
YES	1	100%
Total	1	100%

Source: Questionnaire applied to Professor of English, Cindea Valverde Vega. 06/03/2019

Graphic # 8

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Chart #9

9. Is the curriculum related with the use of technology?

	Absolute value	Relative value
NO	1	100%
YES	0	0%
Total	1	100%

Source: Questionnaire applied to Professor of English, Cindea Valverde Vega. 06/03/2019

Graphic # 9

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

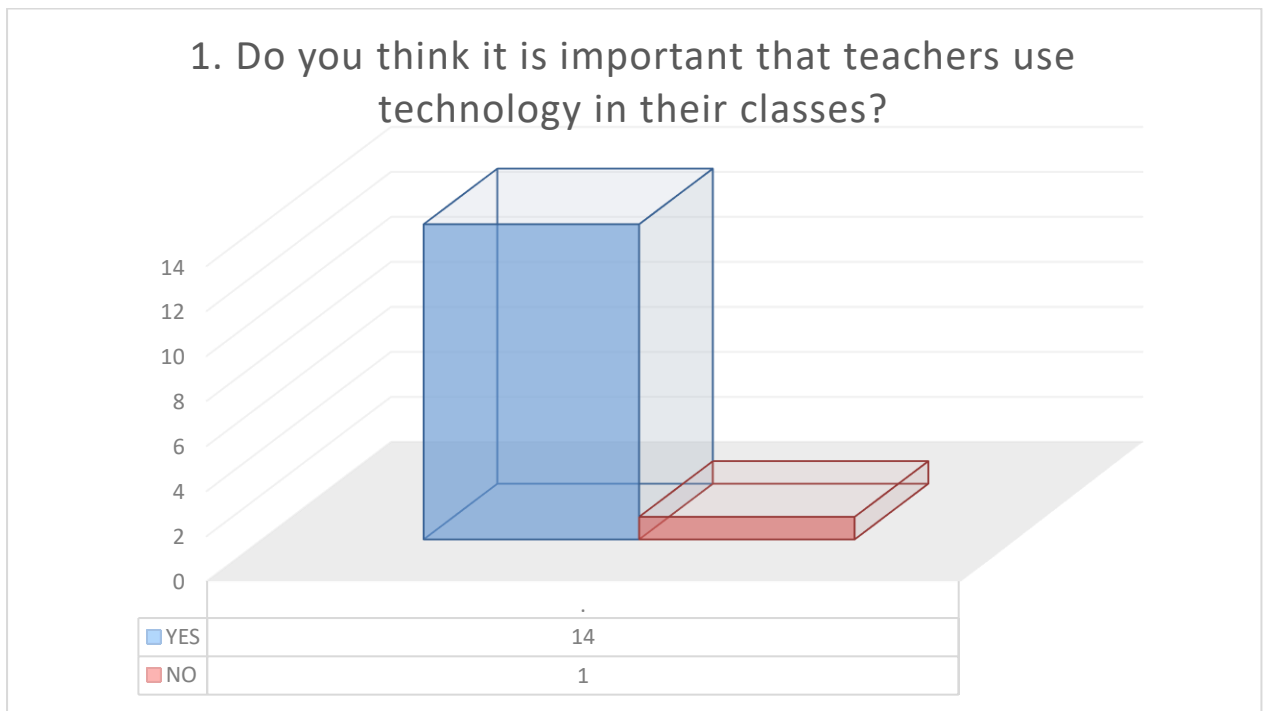# Analysis and interpretation of data obtained from Students questionaire.

Chart #1

1. Do you think it is important that teachers use technology in their classes?

	Absolute value	Relative value
NO	0	0%
YES	15	100%
Total	15	100%

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Graphic # 1

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019
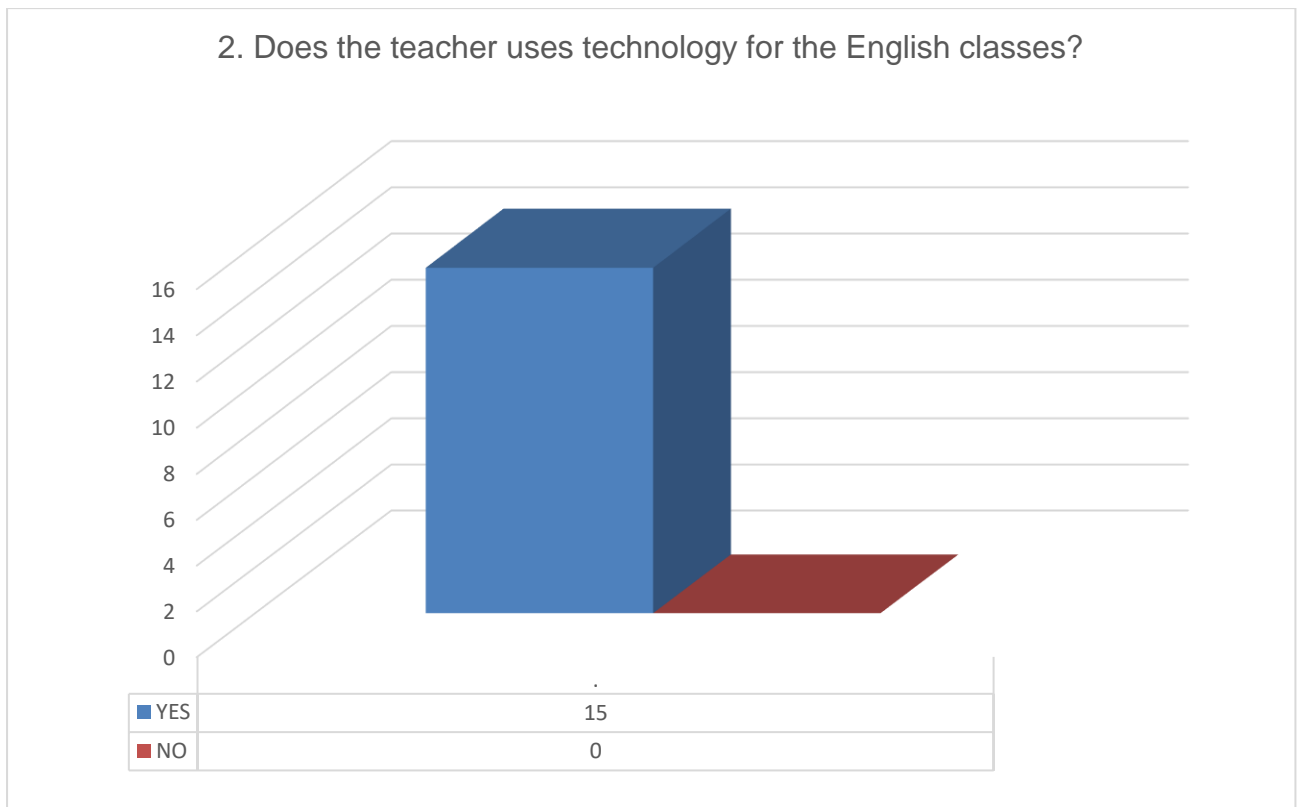
Chart #2

2. Does the teacher uses technology for the English classes?

	Absolute value	Relative value
NO	1	6.66%
YES	14	93.33%
Total	15	100%

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Graphic # 2

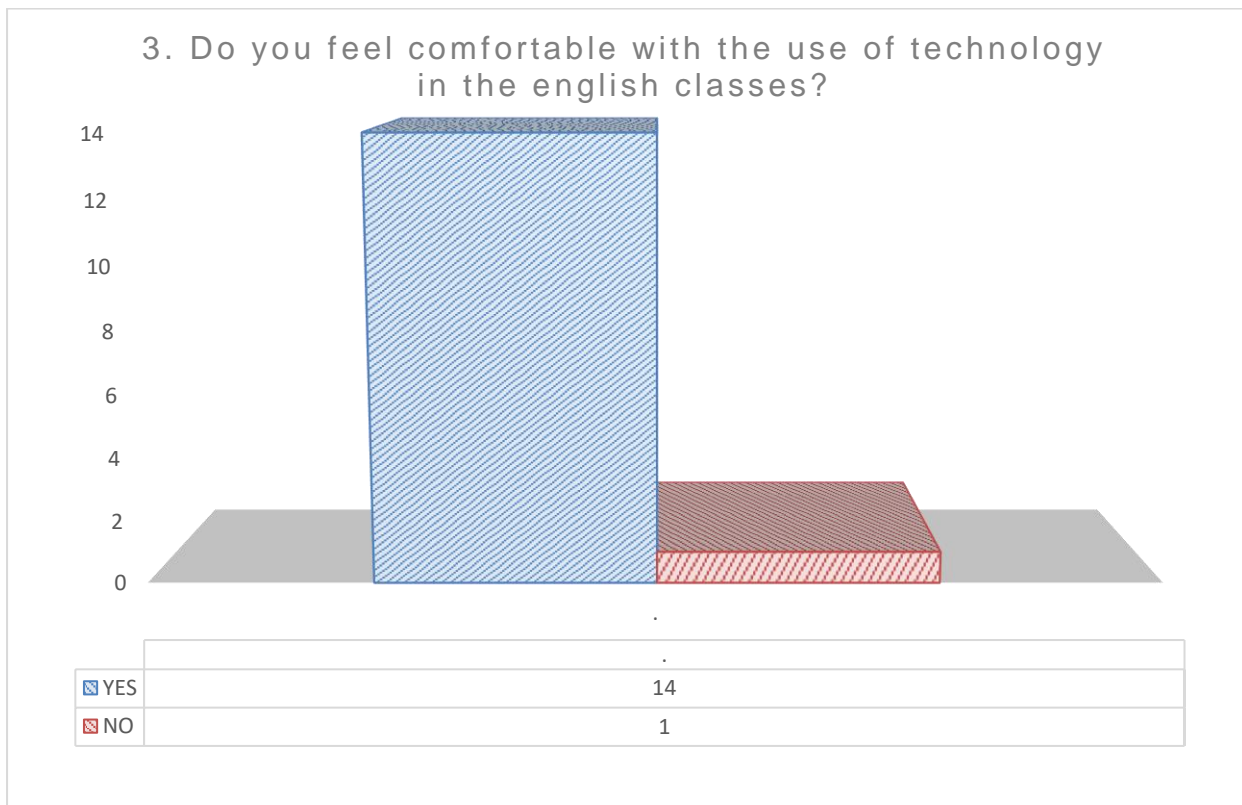**Source:** Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Chart #3

3. Do you feel comfortable with the use of technology in the English classes?

	Absolute value	**Relative value**
NO	1	6.66%
YES	14	93.33%
Total	15	100%

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Graphic # 3

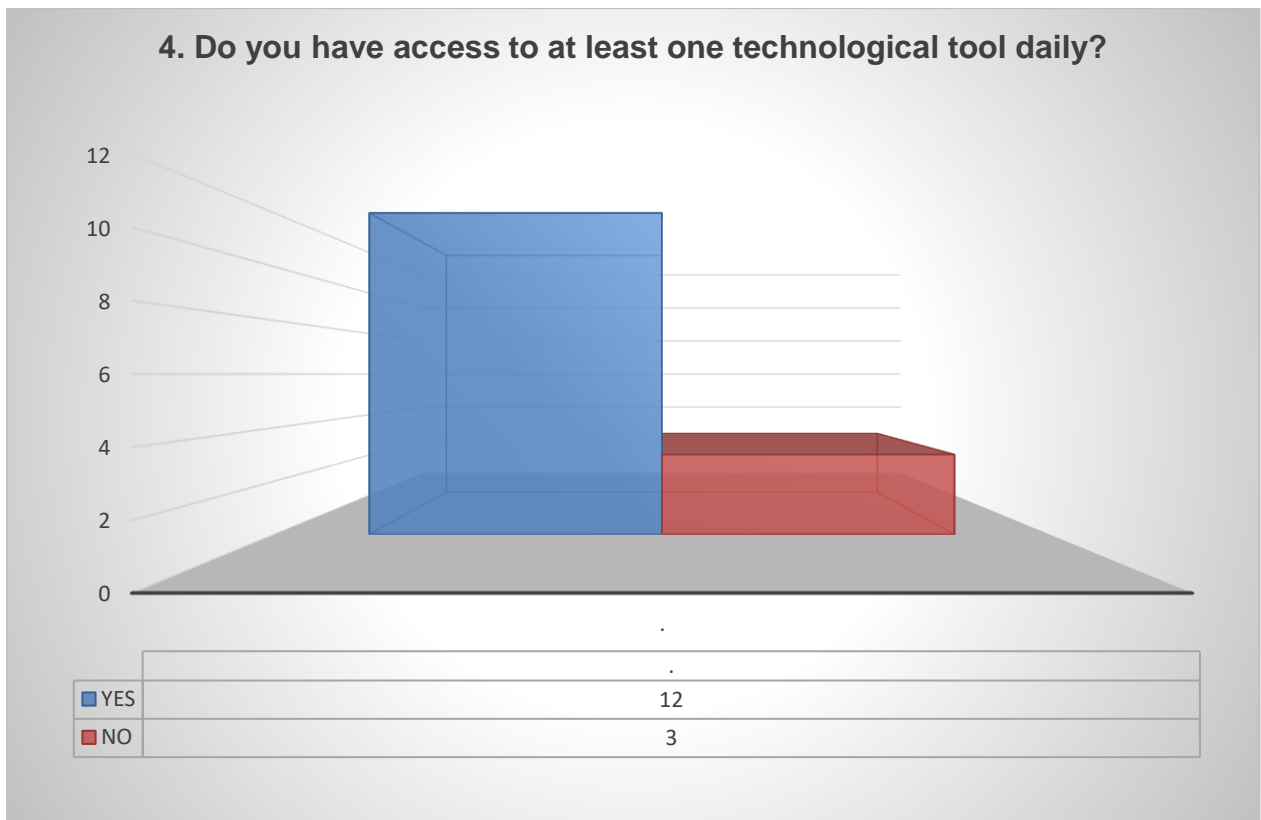**Source:** Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Chart #4

4. Do you have access to at least one technological tool daily?

	Absolute value	Relative value
NO	3	20%
YES	12	80%
Total	15	100%

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Graphic # 4

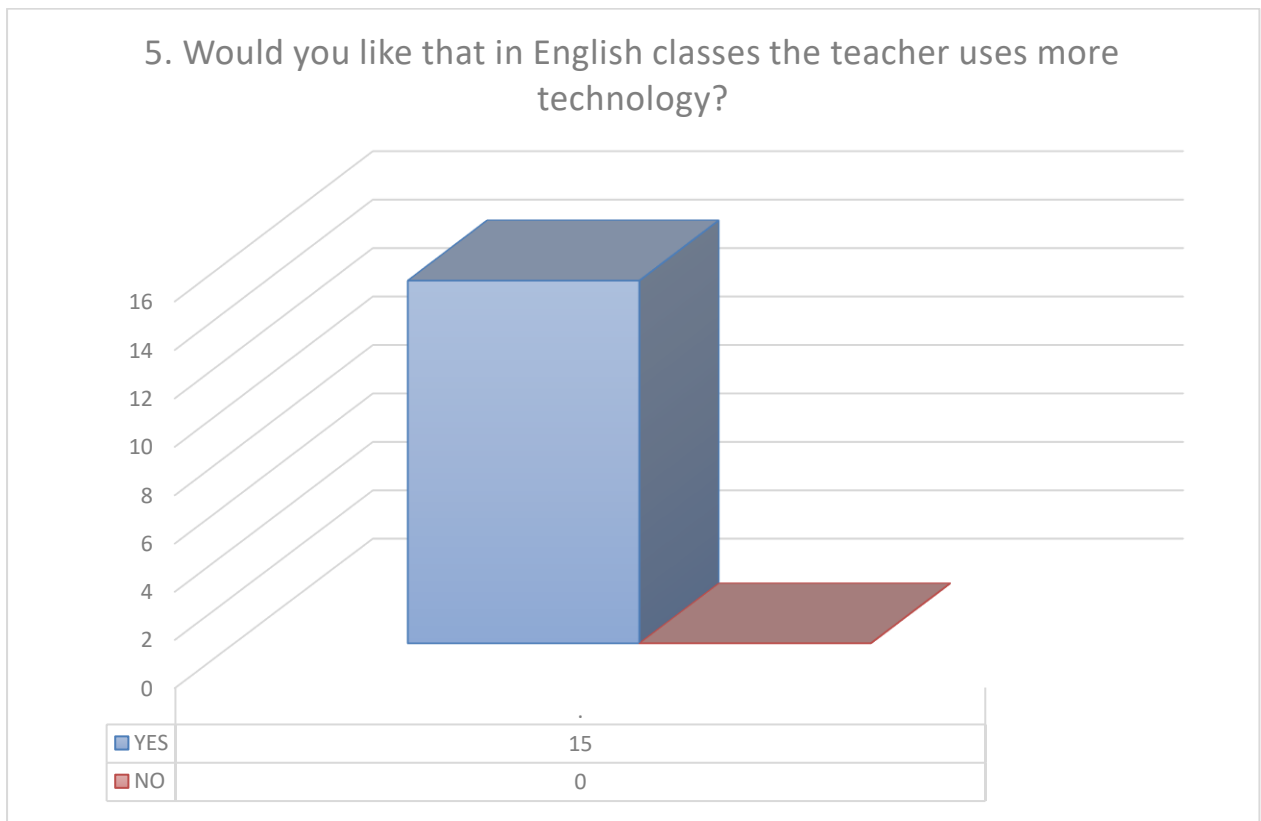**Source:** Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Chart #5

5. Would you like that in English classes the teacher uses more technology?

	Absolute value	Relative value
NO	0	0%
YES	15	100%
Total	15	100%

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Graphic # 5

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019
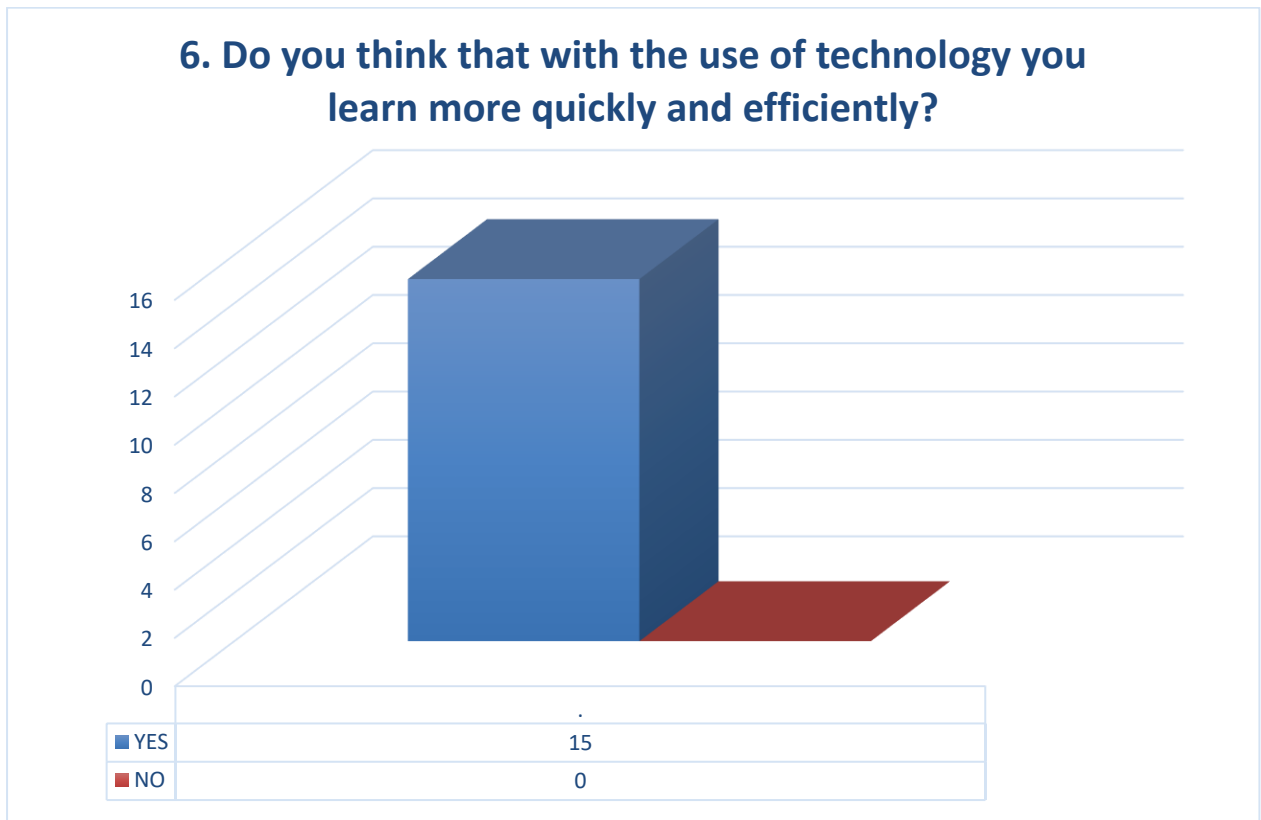
Chart # 6

6. Do you think that with the use of technology you learn more quickly and efficiently?

	Absolute value	Relative value
NO	0	0%
YES	15	100%
Total	**15**	100%

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Graphic # 6

6. Do you think that with the use of technology you learn more quickly and efficiently?

	.
YES	15
NO	0

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Chart # 7

7. Have you use a cell phone in your English class with learning purposes?

	Absolute value	Relative value
NO	4	26.66%
YES	11	73.33%
Total	15	100%

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Graphic # 7

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019
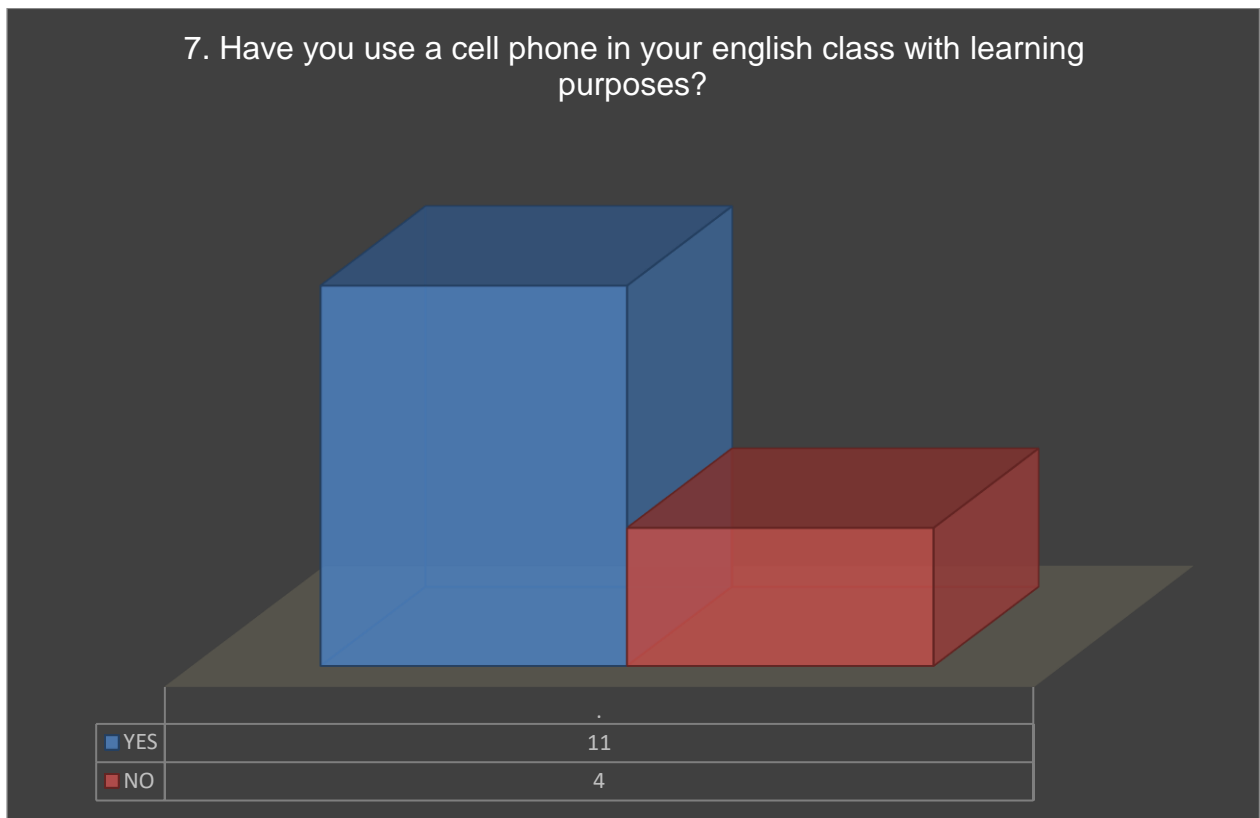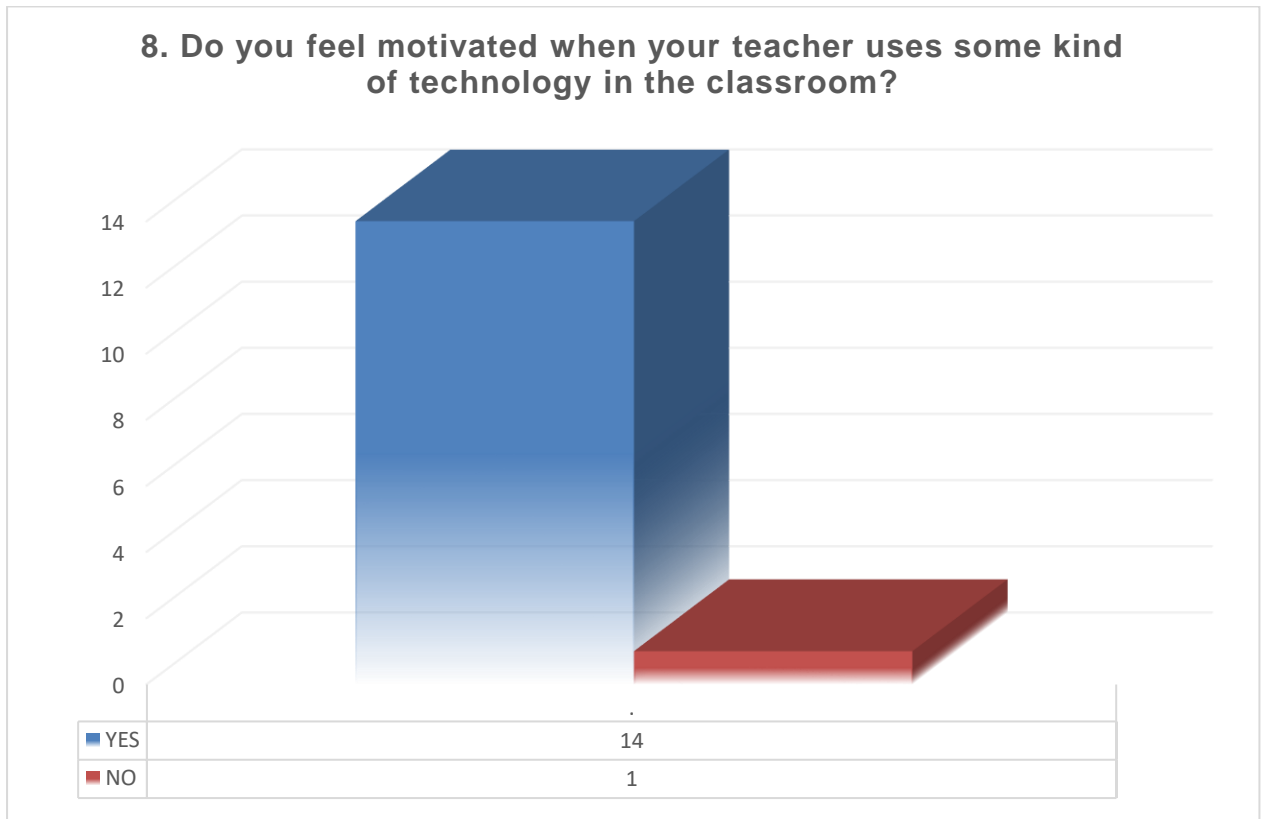
Chart # 8

8. Do you feel motivated when your teacher uses some kind of technology in the classroom?

	Absolute value	Relative value
NO	1	6.66%
YES	14	93.33%
Total	15	100%

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Graphic # 8

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019
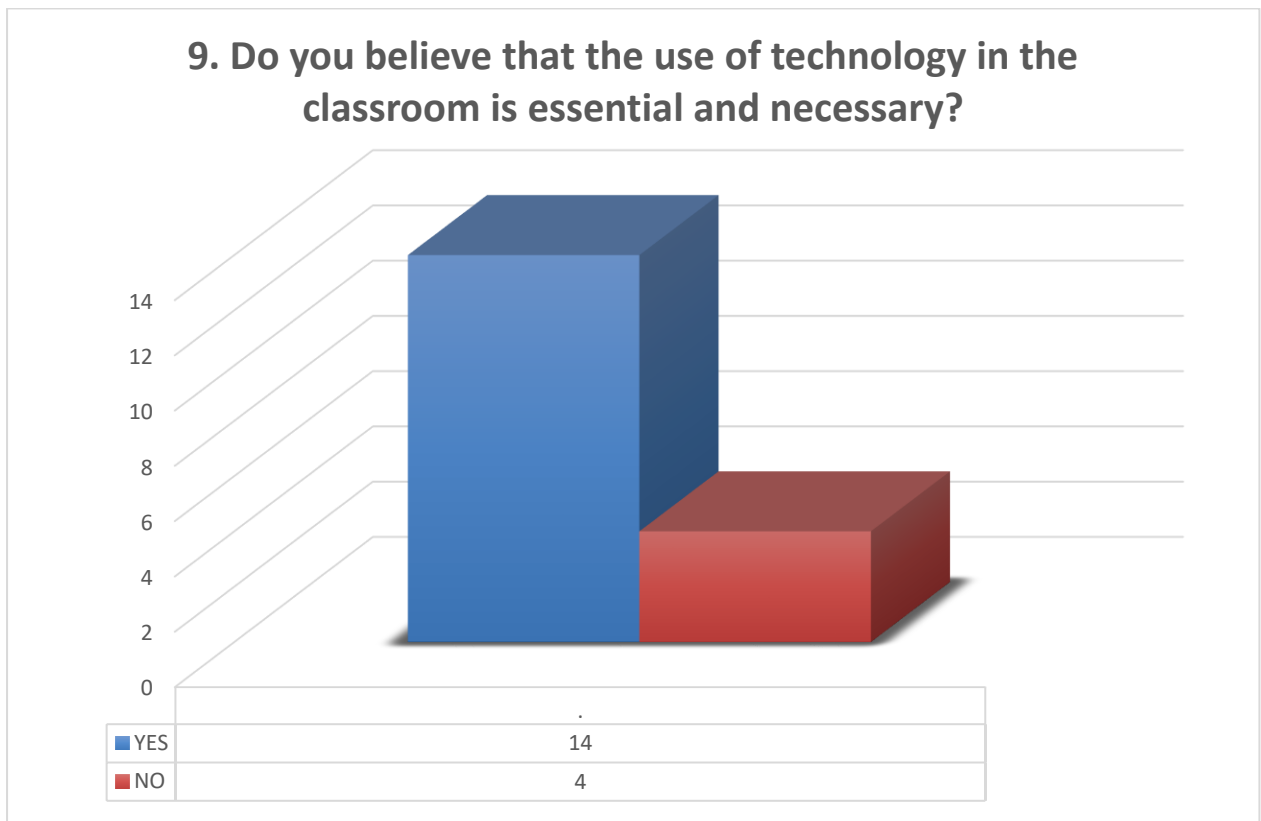
Chart # 9

9. Do you believe that the use of technology in the classroom is essential and necessary?

	Absolute value	Relative value
NO	1	6.66%
YES	14	93.33%
Total	15	100%

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019

Graphic # 9

9. Do you believe that the use of technology in the classroom is essential and necessary?

	.
■ YES	14
■ NO	4

Source: Questionnaire applied to students of an English class, Cindea Valverde Vega. 06/03/2019