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*“Inductive Approach for Teaching Grammar to a
Ninth Grade Group at Palmares Bilingual High
School”*

Authors:

Daniela López González

Filander Valverde Ramírez

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DECLARACIÓN JURADA

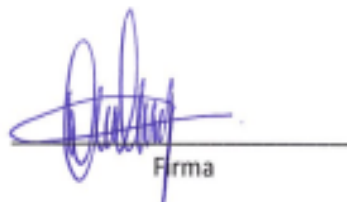
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Firma

López González Daniela de los Ángeles
Nombre sustentante

207330868
Cédula sustentante



TRIBUNAL EXAMINADOR

Esta tesis fue aprobada por el Tribunal Examinador de la carrera de La Enseñanza del Inglés, requisito para optar por el grado Licenciatura en La Enseñanza del Inglés.

MSc. Roy Alfaro Alfaro
Tutor

Msc. Julio César Castro Miranda
Lector

MSc. Ariel Gustavo Vargas Vindas
Lector quien Preside

VERIFICACION DEL TRIBUNAL EXAMINADOR

NOMBRE DE DIRECTOR DE CARRERA

FIRMA

FECHA

Sello de la Escuela

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Chapter I

Introduction

1.1 Abstract

The present section, of the research project, is going to be explained briefly each of the chapters that contain this investigation. It is carried out in a bilingual high school of Palmares, Alajuela. This project focuses on figuring out which are the factors that influence, in a negative way, the learning of grammatical structures. The topic for this inquiry comes out due to the persistent problem students seem to have when applying verb tenses, prepositions, passive voice, among others. The analysis takes place in Palmares Bilingual High School, group 9-5, during the first trimester of 2019.

Additionally, this investigation consists of chapter I which has the basis of the inquiry such as the introduction that guides the reader through the entire manuscript. Then, the background or context of the problem contains the information related to the institution like the history, founders, teachers, students, and the building per se.

Moreover, another section that will be developed is the rationale and significance of the study containing the reasons why investigators decided to implement this study. The objectives are divided into general and specifics and will guide the researchers throughout the compilation of data. Finally, the last section is the scope and limitations of the study that will show the restrictions and possible hazards presented in the collection of the data.

The second chapter includes the literature review that is a compilation of previous investigations in and out of the country about the topic to support the investigator's purpose, a list of important concepts that must be clarified in order to help the reader understand what they read and a description of the institution where the investigation takes place.

In chapter III the procedures for the diagnostic will be established. Besides, the investigators have to set the type of research and other important factors such as subjects, population, source, and sample to validate the study. Through validation, it is assured that the investigation instrument collects reliable information to illustrate and give a solution to the stated problem.

In chapter IV the interpretations of the surveys are made by using graphs, charts, and figures that explain precisely the collected information. This section is essential in regards to understand the results of the work. Therefore, the researchers should be as clear as possible. Finally, chapter

V shows the conclusions and recommendations of the investigators for new inquiry in the future as well as a proposal to try to solve the problem established previously.

1.2 Rationale

The problem in this investigation pretends to find the negative factor that influences the learning of grammatical structures. Through the investigation, investigators want to observe and analyze.

1.3 Purpose

The proposal for the research problem comes from the experience the investigators have had with students in the learning of some grammatical structures and the factors that influence them. The researchers want to know what influence negatively and also positively in this process, in order to have the knowledge to avoid the interference when learning of grammar as a fundamental part of English as L2.

1.3.1 General objective

To identify the factors that influence negatively the learning of grammatical structures.

1.3.2 Specific objectives

- a. Recognizing the main problems student have when learning the grammatical structures.
- b. Indicating possible aspects that help students learning grammatical structures properly.

1.4 Research question

Which are the factors that influence the learning of grammatical structure?

1.5 Definition of terms

1.5.1 Internal Factors:

1. Age: Second language learning is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too but usually, struggle to achieve native-speaker-equivalent pronunciation and intonation.

2. Personality: Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

3. Motivation (intrinsic): Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't.

4. Extrinsic motivation: It is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boy/girlfriend are likely to make greater efforts and thus greater progress.

5. Experiences: Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.

6. Cognition: In general, it seems that students with greater cognitive abilities (intelligence) will make faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.

7. Native language: Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.

1.5.2 External Factors:

- 1. Curriculum:** For ESL students, in particular, it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submerged into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.
- 2. Instruction:** Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress.
- 3.** The same applies to **mainstream teachers in second language situations**. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.
- 4. Culture and status:** There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.
- 5. Motivation (extrinsic):** Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.
- 6. Access to native speakers:** The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language learning.

Chapter II

Literature Review

In the investigation called “Tradition or Modernism in Grammar Teaching: Deductive vs Inductive Approaches”, (Sik, 2015) it was found that there are many differences between inductive and deductive approaches in teaching grammar to adults. The study tried to determine and compare the effectiveness and academically success on students by using these methods. Besides, the perception of the students to the different ways of teaching was a fundamental aspect at the begging of the study. Additionally, it was a quantitative research applied to 190 students that were divided into two groups as inductive and deductive. It was necessary to use questionnaires, a pretest, four weeks of grammar instruction and a posttest.

Moreover, the findings suggest that teaching grammar to adult students depends on the different perceptions of students. It means that the way pupils feel and think while learning a second language could affect not only the results but also the different techniques used by the teacher. As a result, it is necessary to study the scholar community and the context, in order to determine which method of teaching is affordable for students. On one hand, inductive approach showed to be very effective in some way, on the other hand, the deductive approach was effective in different ways, the principal conclusion of the researcher was that it is very important to take into consideration the context and perception of the students in order to determine the correct method for the learners. According to the author, the perspective is fundamental in the classroom, it does not affect the way students learn, but it also influences all the aspects developed in the classroom.

Similarly, in the inquiry “Inductive and Deductive Approaches to Teaching English Grammar” (Mallia, 2014), it was found that the tasks which promote grammar noticing and consciousness rising inductively were generally shown to be very effective. On this study, there were needed two student groups, one with the deductive approach and other with inductive approach applied, and also, in both were applied reading texts, practices and production exercises. The results were clear, an inductive approach was more effective for teaching grammar, and students learn grammar in a better way when the teacher applies the method correctly and tries to be like a guide for the pupils in order to facilitate the development of students’ knowledge. According to the author, the inductive approach allows students to discover their knowledge and to understand in a better way. Furthermore, the design allows students to develop consciousness about the language learning, and to understand the rules of grammar in a

way that students construct their own knowledge and facilitates the learning of grammatical structures in an effective way. The author believes that the role of noticing a grammatical structure is very important because allows an awareness and consciousness in the learning of a second language.

In the investigation “Effectiveness of Inductive and Deductive Methods in Teaching Grammar” (Alzu'bi, 2015), it was found that the inductive approach plays a positive role in improving the academic achievement of the students in grammar and in many important aspects. The study consisted of finding out which of these two methods has a positive effect on the grammar academic achievement. For this study, there were used two different populations of students, the first one was university students and the second one was elementary students, both of them from Jordan. Besides, to the researcher, it was very significant to find the answers to the next questions: What is the effect of the inductive method on grammar achievement compared to the deductive method at the university level? And, what is the effect of the inductive method on grammar achievement compared to the deductive method at the elementary level? Additionally, the researcher prepared two different programs according to the inductive and deductive approaches for each level based on its syllabus.

There were needed 180 students at the first year level of English at University, and 100 elementary students in which there were applied pretests and posttests. As a result, he discovered that the inductive approach had positive results on students, they improved many aspects of grammar and overcome very fast. And also, he gives some important recommendations, for example, he emphasizes that it is very important that teachers adequate their methods and techniques according to student's interests and needs, and put emphasis on the inductive approach while teaching grammar. He strongly believes that it is fundamental that learners feel comfortable with the methods and activities used in the classroom; it allows students to learn in a faster and effective way, and have positive results on the development of the learning process. The examples given by the teacher without a previous explanation let students use different important skills in order to stimulate the interest of learners and the analysis of the use of the contents given.

According to the research “Assessing Teachers Perception on the Efficiency (Success) of Inductive Approach in an ESL/EFL Classroom: Grammar in Context” (Mohammad, 2017) many

teachers approve the use of inductive method because of its learned- center nature. They strongly believe that the inductive method has a significant influence on the development of critical thinking and self-directed skills in students. For the purpose of this study it was necessary to apply questionnaires with ten statements based on key elements of the inductive approach, and also, the researchers interviewed personally the teachers about the same topic. The study was divided into two parts, the first one was a discussion and analysis of the results of the questionnaires and the second part was a detailed analysis of the different results of the interview.

Furthermore, the results showed that most of the teachers preferred the inductive method, but it is necessary to take into account several considerations for using the method in order not to create confusion and frustration on students. That is why the role of the teacher is as fundamental as a guide. The author emphasizes the importance of critical thinking in students and how the inductive method allows in students the development of this fundamental skill. The other important skill mentioned by the researcher is self-directed that allows learners to direct their learning process and to be their own builders of the knowledge they are going to acquire. It allows that the contents learned become important and significant for students. Additionally, the design of the method starts with examples, so learners have to find the rules, so it lets learners notice instead of an explanation or concept first, so teachers give the examples showing how the concept and contents are used.

In the study “Effectiveness of Deductive, Inductive, Implicit and Incidental Grammatical Instruction in Second Language Classrooms” (Helmatel, 2014), the effectiveness of deductive and inductive approaches was compared. In this quasi-experimental study participated in a total of 981 Dutch students in a lower secondary education learning different languages such as English, German or Spanish. There were implemented a pretest and a series of lessons and a posttest in which meta-linguistic knowledge and production of grammatical instructions to be tested. The results showed that these methods are very effective and the complexity does not affect the results and effectiveness of methods if the teacher applies them correctly. The effectiveness of both methods is significant; both methods are effective according to many different aspects and contents. But, the researcher puts emphasis on the way the teacher manages the method and how implements it, because it could affect the way students learn in a positive or

not positive way. So, the teacher has to be aware of the needs and particularities of students in order to adequate the method to the different ways of learning of students.

In the research “Approaches and Methods in Language Teaching” (Richards, 2014), there is a contrast among many important teaching methods such as TPR, Multiple Intelligences, deductive design, and inductive design. The author mentions that one of the earliest goals and better method of teaching modern languages is the inductive approach for the teaching of grammar. Besides, there is a discussion about which approach is better for teaching a second language, but it depends on many aspects. The researcher mentions that inductive design allows students to discover the knowledge by themselves which is so fundamental for a significant learning of a second language. In other words, they are able to construct their knowledge if teachers give the examples or situations in a correct way that allows them to analyze and understand the way the different rules of grammatical structures work.

According to “English Language Teachers’ Preferences in Presenting Target Language Grammar” (Cakir, 2013), the inductive design is a different way of teaching grammar, the lesson usually starts with situations or exercises that contextualize the contents to be acquired. Besides, through this method learner discover or infer the rules by themselves from the context, so students make the grammar rules on their own. The researcher strongly believes that inductive approach is closely correlated to Direct Method and Natural Approach in English Teaching because in both methods the grammar is introduced in a particular way that the students experience it, and contextualize the items learned. In other words, the inductive design allows students to understand the language rules in a significant way that demonstrates that students are able to understand many complex contents by their own; it proves what learners are capable of by experiencing closely the language.

In many methods, the author (Cakir, 2013) mentions, the teacher has to give the instructions directly, so in this way, the pupils understand easily the language rules, but the leaning is not significant. Consequently, it is most effective that students be in direct contact with the second language and experience it by creating language. In this study, it is mentioned that many other studies tried to find which the better design for teaching grammar is, and all the results are similar in favor of inductive approach proving that this method is, more efficient. Then, the students that have an inductive guide in the classroom performed in a better way than the others who learn by

a deductive method. In other words, the inductive approach is a method more effective than deductive approach because the direct contact with the second language let students think and give a big effort to understand the function of the contents given by examples. That is why this method becomes so important for second language learners.

In the research called “Inductive or Deductive? The impact of Method of Instruction on the Learning of Pragmatic Competence in EFL” (Glaser, 2014), the author mentions that the pragmatic competence depends on the processes involved in the development of the learning of new contents. That is why it is very significant the way the teacher presents the new topics and contents. The author understands the importance of the teachers’ role as a guide to discover students’ own capacities and strengths. In her study, she hopes to make a contribution to the knowledge of these two methods inductive and deductive, so she analyzes the type of instruction on the learning of language competence in upper- intermediate to advanced learners of English in a German university and the majority of learners are native speakers of German.

The research (Glaser, 2014) contrasts the deductive and inductive teaching methods and analyses the impact on instructive learners’ development of the two ways of teaching. In fact, the results showed that there are many advantages in the implementation of the inductive approach that proved to be more effective and inductive learners succeeded in imitating the relative weight of semantic strategies. Additionally, inductive teaching proved to be superior to deductive instruction because pragmatic skills can be developed much faster when students are involved in the learning process. According to the author, it is fundamental the role of teachers and the way they introduce the contents to students, the importance that the teacher let students discover by themselves in order to be a guide and to stimulate autonomy and critical thinking.

According to the study “Inductive Teaching and Learning Methods: Definitions, Comparisons, and Research Bases” (Prince, n.d.), usually the topics in the classroom are introduced to students by presenting specific contents and it helps learners to understand in a direct way. In the study, the researcher reviews most of the commonly used inductive methods in teaching, for example, inquiry learning, problem-based learning, project-based learning, case-based teaching, discovery learning, and just-in-time teaching. Although the study is fundamentally focused on the inductive teaching methods in engineering and science classrooms, its point of view is very interesting. Additionally, the researcher strongly believes that inductive

methods are consistently in general more effective than traditional deductive methods in the case of acquiring new knowledge and achieving learning goals. He mentions that according to a well-established precept of educational psychology, students are motivated to learn when they can perceive the contents by themselves, so when learners analyze the data and perceive a problem for solving, they use the critical thinking and start to watch a need of facts, rules, procedures, and so they discover them by themselves. Consequently, this method is learner-centered, so it imposes more responsibility on students for their own learning. It means that these inductive approaches are based on constructivist methods, where students construct their own version of reality, so they do not only absorb versions of the knowledge introduced by the teachers, and this method promotes student discussion and solving problems in class (active learning).

Two of the most important questions showed in the research (Prince, n.d.) is: Is inductive learning really inductive? And, are we talking about inductive learning or inductive teaching? Or is there no difference? He found that in practice, neither teaching nor learning is ever purely inductive or deductive, the main reason is that the learning invariably goes in both directions, so students use observations and another type of methods to discover the rules and, then testing the theories by using them to deduce applications verifying them experimentally by deduction. In other words, the teacher still has an important role to facilitate the learning of students, to be as a guide.

In the study called “An Observation of Teaching Grammar using Inductive Method” (Khan, 2014), there is a discussion about grammar teaching by the inductive method, and there is a comparison between Inductive and Deductive methods. The researcher did the observation study in a class of 20 kids at a Bengali medium school. She found many benefits of inductive teaching, and the effectiveness of the inductive method is clear, students have long periods of attention, they get engaged with the topics and they have succeeded in the outcomes. On the other hand, she mentions the difference between inductive method and deductive method, then, she makes a comparison between the inductive method and when a child acquires his/her first language (mother tongue), so in the case of the learning of a second language students learn in a better way by watching and listening examples, then it gives them the opportunity to discover by themselves how it works and which are the rules.

In other words, they learn the rule in an implicitly way. She concludes that, although in her opinion the inductive approach is better in many ways and more effective, the teacher has the responsibility to analyze the classroom needs in order to determine which is the best method for the class, and also it is fundamental to adequate the method chosen to the requirements, the context and the particularities of the class.

According to the study “Examining the Effectiveness of Adopting an Inductive Approach to the Teaching of English” (Henry, 2014), many teachers know about the benefits of the inductive approach to the learning of English grammar, but not many of these teachers really believe about the effectiveness of the method, and they do not apply it during the classroom. One of the reasons is their lack of faith in the students’ readiness. The study investigates the effectiveness of adopting an inductive approach to the teaching of English grammar; it had proved with six Secondary students. In the process of the research, the students learn how to use Wh-question words, so they do some tests about fill in the blanks and sentence production test. Then, there it takes to place an interview with the six subjects in order to know the feelings towards the inductive learning approach.

The results were very clear, five out of the six learners responded that they really preferred Inductive Approach more than the traditional methods because they learned faster and in a more effective way English Grammar. Furthermore, one of the most significant purposes of the study is to give tools and ideas on using the inductive approach to Hong Kong ESL teachers in order to encourage teachers to use the inductive method. Moreover, the author (Henry, 2014) emphasizes the importance of taking into consideration the students’ attitude. He strongly believes that language learners and teaching approaches are the most important factors to determining the whole teaching and learning scenario, that is why it is so important to know students’ opinions about the two methods in order to examine the value of deductive and inductive methods in ESL.

For the study (Henry, 2014), there were needed three English teachers and researchers with at least five years’ experience in English teaching in junior and senior secondary level. Additionally, the students had reached the age of 12, and according to the admission test, they took two students from the brightest class, two from the middle stream class, and two from the low- stream class. Then, the teachers teach the topics with an inductive method in a 45min class.

Two days later students took a test and two months later they applied an interview to students in order to know how they feel with both methods, which one they preferred most.

The findings showed that students perform the test in an effective way after learning with the inductive approach. Besides, the interviews showed positive results, learners' opinions were trustworthy, useful and very accurate. Students thought that the inductive approach enables them to analyze more, to give a big effort before creating concrete ideas about the language rules; they believed that it gives them more thinking opportunities than a deductive approach. The researcher concludes that teaching with an inductive approach is more meaningful, it stimulates thinking capacities on the learners. However, he states that there are certain moments in which the teacher has to explain grammar concepts to the class, and that is why is fundamental to take into account all the factors that have an influence on the learning process.

In the study "The Effect of Using Deductive Approach and Inductive Approach in Teaching English to Students on their Conditional Sentence Mastery" (Gorat, 2013), they found that students feel satisfied with the inductive approach and it had positive and effective results. The study was a quasi-experiment in which they compared the two methods (inductive approach and deductive approach) in order to determine which one is more effective in teaching conditional sentences and the population for the study was 102 people in the Mahardihka Vocational School, which were first graders majoring Accountancy. Besides, one of the most important purposes of the research is to find out and analyze the pupils' perceptions toward inductive and deductive teaching approach. In the first part, the researcher applied pre-test and posttest.

Then, in the second part, he applied a questionnaire and an interview. In the questionnaire, the main objective was to determine the different perceptions of students about the inductive and deductive methods. This questionnaire was divided into two parts; the first part is to find out students' perceptions of whether it is negative or positive. And, on the other hand, the second part is to get the learners satisfaction of learning through deductive or inductive approaches. Then, the interview was used to clarify their perception and to confirm the questionnaire results with the students' opinions and feelings.

Chapter III

Design and Method

For this inquiry, it was decided to use the qualitative method and the case study. Due to the type of research, which involves not only interaction between subjects but also their perception towards Reading and Writing in English, it is convenient to investigate inside the qualitative method. First, of all, it is important to definite what a method is; based on (Dictionaries, 2018), “a method is a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or art” (para. 1).

Therefore, the research is going to be led by a method, also the importance of why it is a qualitative one is because it seeks to understand a given research problem or topic from the perspectives of the local population it involves (Qualitative Research Methods: A Data Collector’s Field Guide, n.d.). Also, qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.

3.1.1 Research approach/case study

The approach chosen is the case study which is guided by the qualitative method. The case study deals with a specific situation, time, population, environment, culture and background. Even though there are similar circumstances, each one is different and has variants.

3.1.2 Sources and subjects of information

Throughout the investigation, the primary and secondary sources are used. Different academic webpages like ProQuest, professional articles such as the one elaborated by Richard are more than useful in this research due to the orientation and vision of the investigators in charge. It is essential to highlight that, for the researcher, the most valuable source of investigation is the student and the teacher. This has to do with the fact that they are interacting constantly and daily. This relationship is going to affect the development and enhancement of the teaching learning process. Consequently, the interviews, surveys and different records like anecdote they might have are more than useful for the research. Once the sources are identified the and data is

collected, this information is triangulated, that is to say, the investigator compares the theory, the knowledge and background of the interviewees with the written material and previous research in the field.

3.1.3 Population and sample

The population selected is the ninth grade of Palmares Bilingual High School, I trimester, 2019. The students are around 14 to 16 years old. There are both gender female and males taken into consideration. The sample is a significant amount of students form different groups, both genders and the same ages.

3.1.4 Data Collection Procedures and tools

For this research study, the tools used to collect the data are questionnaire, interview and survey. These are directed to English teachers of the Palmares Bilingual High School, especially those who teach Reading and Writing in ninth grade. The second instrument of data collection that the investigators decide to use are a questionnaire with closed questions directed to students of ninth grade. By these tools, there is going to be a triangulation procedure in which the information gathered will be compared and contrasted.

3.2 Summary

As conclusion, this chapter refers the method that is going to lead the investigation, which is a qualitative method emphasized in a case study. The subjects are students of ninth grade at Palmares Bilingual High School, 2019. Ages are from 14 to 15 years old. English teachers of this grade will be interviewed by using a questionnaire, interview and survey, finally, only a closed ended questionnaire tool will be used to interview the students.

Chapter IV

Findings

4.1. Data analysis

In this part, the researchers will show the graphics and the raw data collected with the use of instruments. First at all, the teacher 's information will be displayed and then what had been collected with students' data. In this overall chart the researchers chose ninth graders as it was decided at the beginning of the investigation, and also because its where the most grammar structure are studied; for example, the perfect tenses and the continuous.

Therefore, there is applied a closed ending questionnaire to 7.14% of the ninth grade population, which it is represented by 25 students at Palmares Bilingual High School, 2019. A questionnaire was chosen because students get bored when they are asked to answer long sentences. For students is much easier to write yes or no answer instead of an argument. The raw data is showed in the following chart:

Instructions: Mark with an x if you agree or disagree with the questions about your grammar class.	Completely Agree	Completely Disagree
	yes	no
	#25	#25
1-Is written English difficult for you?	15	10
2-Do you understand the explanation of your grammar teacher? (Written English)?	18	7
3-Do your parents support you in order to learn (Written English)? For example, They pay for extra help for you, they explain grammar to you, they pay internet for you to have more resources...	10	15
4-Do you get good grades in grammar tests (Written English)?	19	6
5-Have you done a placement test in grammar class (Written English)?	25	x
6-Do you use the book, copies or booklet that your teacher gave you for grammar class (Written English)?	25	x
7-Does the material your teacher gives you help you understand better grammar (Written English)?	18	7

Second of all, the survey that was applied to the ninth grade grammar teachers was different because they had to analyze more what the questions are and the answers that they are going to provide. Therefore, there are about 53 English teachers in Palmares bilingual high school. They are from different ages; some are recently incorporated because of the 2018 teacher 's strike. Since there are 15 groups of ninth grade, we only interview English grammar teacher 's which are only 5. The presentation of the results is showed in the second chart, which is divided into subcategories based on the topic given:

Personal and academic information:

Home place	San Ramon (2) Palmares (3)
Age	From 29 to 46 years old.
Sex	(1) Man (4) Woman
Degree	(3) Master (MT4) (2) Licenciatura () Bachelor () Profesorado () Diplomado () other _____
Major in	Teaching English as FL
Civil status	Married (2) Single (3) Divorced Other: _____
How long have you worked in this school?	From 7 to 17 years of experience in education. And they have been working at LEB from 3 to 10 years.

How long have you been teaching grammar?	From 3 to 6 years old.
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The second subcategory is important in terms of students' knowledge and teacher 's time. That is why it was decided to present an aspect inside this teacher's instrument that collects information specifically about the subject of grammar. There is such as homogeneity between the answers given by the participants.

Content that you are teaching	Reviewing sentence structure. Subject- verb agreement Verb to be Simple present Simple past Irregular verbs
Is it difficult for you to teach grammar?	<input type="checkbox"/> (1) Sí <input type="checkbox"/> (4) No
How many lesson will it take to teach a content?	<input type="checkbox"/> () 1 <input type="checkbox"/> () 2 <input type="checkbox"/> (1) 3 <input type="checkbox"/> (2) 4 <input type="checkbox"/> () 5 <input type="checkbox"/> () 6 <input type="checkbox"/> (2) more: <i>depending on the content</i>

As a third chart, there is the aspect of content per say, it means what do teachers are teaching at the moment and what is the degree of difficulty. In the following chart, it is evidenced the easiest and hardest grammar structures for students based on teacher's opinions:

Grammatical structures:

Content	Is it difficult for them?
Present perfect	(4) yes (1) no
Simple past vs present perfect	(5) yes () no
Use of since and for	(4) yes (1) no
Use of when, while, meanwhile, as well as...	(3) yes (2) no
Modals	(3) yes (2) no
Conditionals Type 0 Type 1 Type 2 Type 3 Mixed	(5) yes () no
Future will vs going to	(1) yes (4) no
Relative pronouns	(2) yes (3) no
Say or tell collocations	(1) yes (4) no

Teacher 's questionnaire: At this point, some teachers have to go and teach because the break is off. We decided to continue next day.

Instructions:	Disagree (NO)	Agree (YES)
In relation to the factors that negatively influence the learning of grammatical structures. Mark with an X the ones that you consider apply in your work environment.	1	2
1. Do you have any routine before starting a class ?		5
2. Did you struggle when teaching grammar?	2	3
3. Do you teach with didactic material (worksheets, books, booklet, online software...)?		5
4. Do you think grammar is a difficult skill?	1	4
5. Do you think motivation is a factor that affects negative or positive the learning of grammar structure in students?	2	3
6. Do you consider that the age of the students negatively affects the learning of grammatical structures?	1	4
7. Is the classroom, the location, the furniture an impediment to the good learning of the subject?		5
8. How many non-significant adjustments do you have in the ninth grade?	3 (they teach in group B which is the higher level because the group is divided into advance and intermediate)	2
9. How many significant adjustments do you have in the ninth grade?	5	
10. Do the students finish all the practice of the day?	4	1

Teacher's interview:

Which factors do you think keep students from learning grammatical structures (verb tenses, modals, conditionals...) in the classroom?

Unfortunately, the motivation of some teachers do affect students learning process. I have listen to students that they are very good at grammar and reading and when they have classes of grammar with a specific teacher they get frustrated and bored. Also they classroom seating is something that might affect because students get distracted and they start taking, when I am teacher a difficult content. Moreover, there are teachers that they just sit in the chairs give the students a booklet and they don't explain anything to them, they say do this, complete this and at the end of the class show me what you did. Unfortunately, the associate grammar with a heavy and not easy going teacher.

Do you think that parent's motivation to students influences in the learning of grammatical structures?

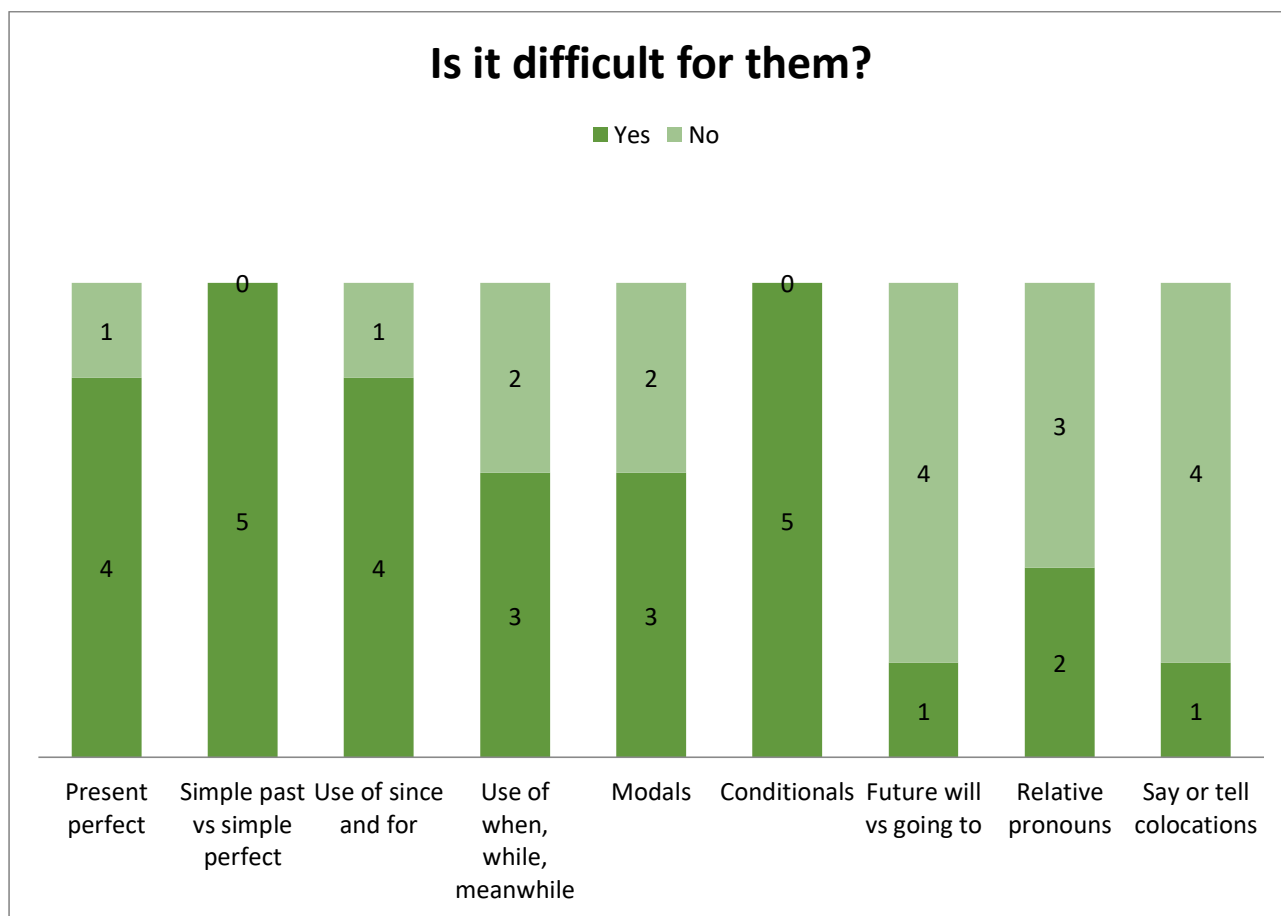
Yes, I do. This has to do with the fact that students will be affected by family problems, economic issues and so. For instance, I have a student that is excellent at grammar, they parent got divorce, and this event was something that affected her enormously because she failed some exams and her scores went down.

What would you recommend in order to make grammatical structures easier to learn (strategies, techniques...)?

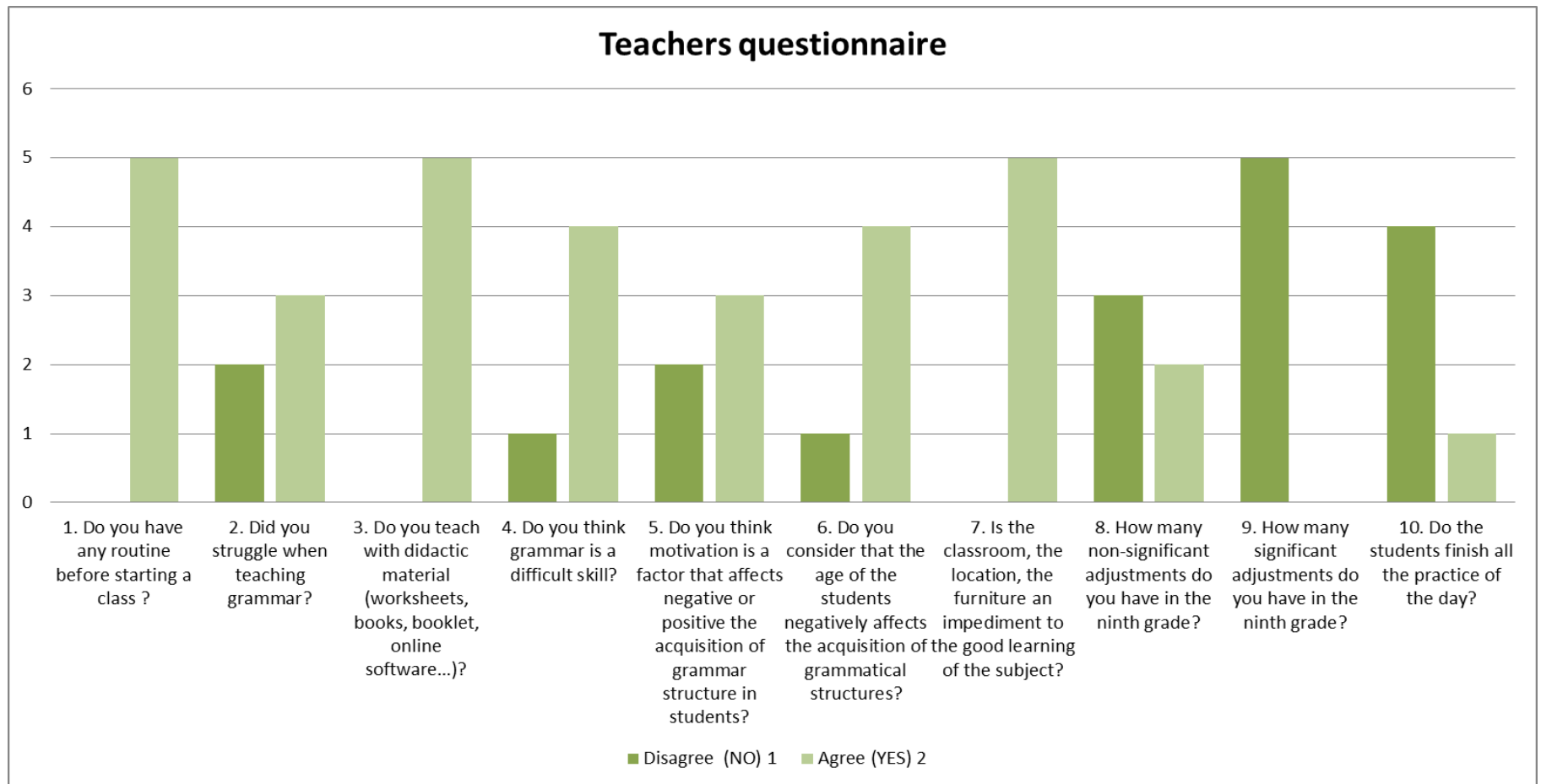
I suggest to do games, they don t need to be so fancy and sophisticated but games are very appealing when learning grammar structures like memory cards, math formulas, drawings and videos will reinforce grammar structure.

4.2. Data analysis:

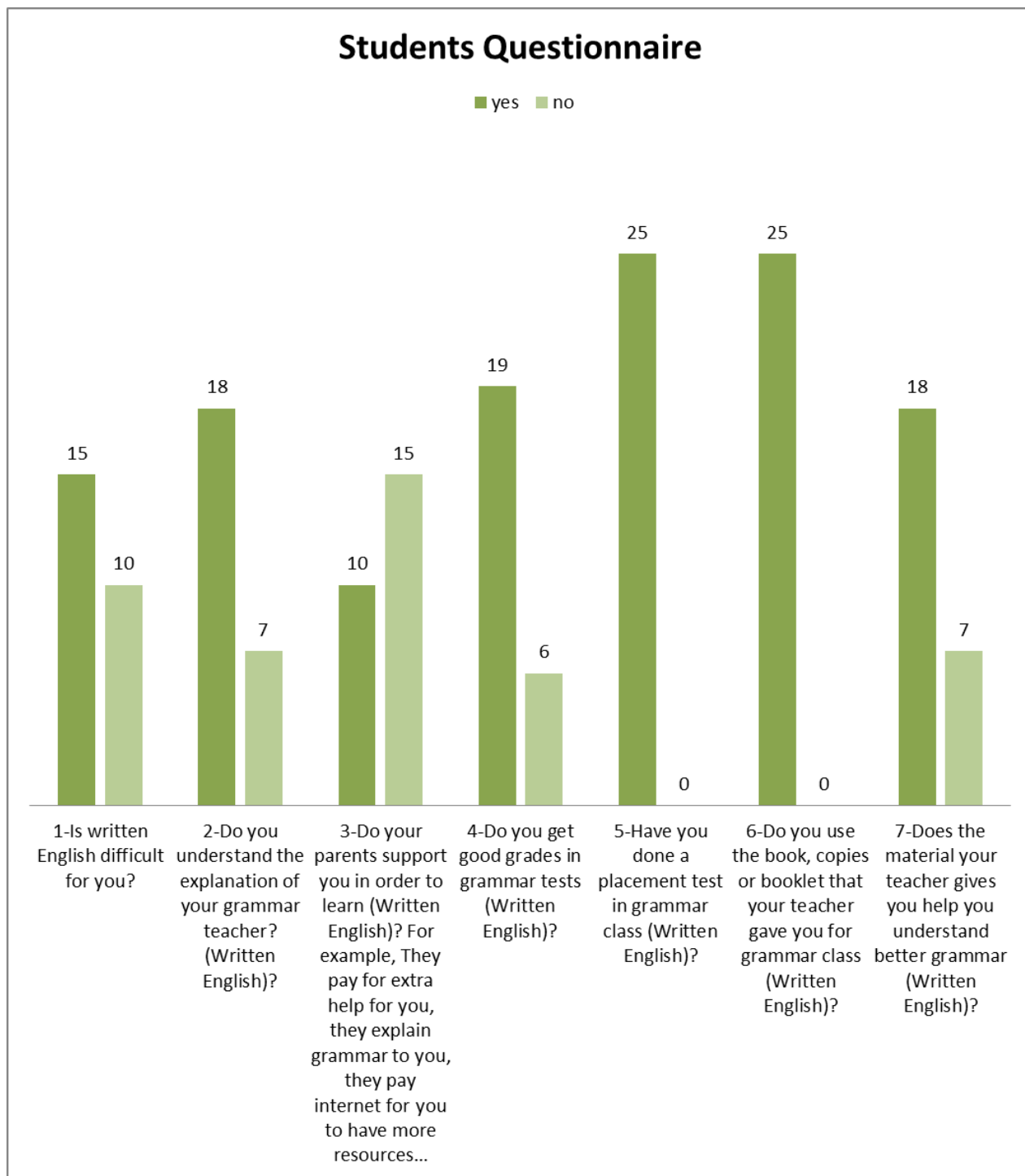
In this part of the research, the investigators analyze the results by presenting the data with two general graphics.



Four teachers of five believe that teaching simple present is not difficult. Five think Simple past vs Present Perfect is not difficult. Four believe that the use of since and for is not difficult. Three believe that teaching the use of when, while, meanwhile...is not difficult. Three believe that teaching the use of modals is not difficult. Five believe that teaching the use of conditionals is not difficult. Four believe that teaching the uses of Future will vs going to is difficult. Three believe that teaching relative pronouns is difficult. Four believe that teaching how to say or tell collocations is difficult.



100 percent of the teachers tell that they have a routine before starting a class. Three of them agree that they struggle while teaching grammar. All of them said that they teach with didactic materials. Four of them believe that grammar is a difficult skill. Three believe that motivation is an important factor in the classroom. Four of them, strongly believe that age affects the learning of grammatical structures. All of them believe that the place of the classroom is important and the location of furniture affects the classroom. Two of them have a non-significant adjustment in ninth grade. None of them have significant adjustments in the class. Four of them tell that students do not finish all the activities and practices of the day.



15 students think that written English is difficult. Most of them tell that they understand the explanation of the grammar teacher. But, most of them tell that their parents do not support them in order to learn. Most of them tell that they have good grades in grammar tests. All of them tell that they really use the materials given by the teacher. Most of them tell that their materials help them to understand better grammar.

Chapter V

Reflections

5.1 Researchers' experience

The present study, showed clear results about the different factors that influence in a negative way the learning of a second language, as well this experience becomes enriching for the personal and professional growth of researchers. The information collected serves as a feedback for the improvement of various learning and teaching techniques or methods used in the education system, as well as in the different aspects that should be considered in the classroom that affect the learning of a second language. One of the most important things is to take into consideration that the personality, age, motivation and experiences are significant on the development of the ESL classroom. It is very important to observe the particularities of each student, and also the external factors that could determine if the student will learn fast or slow such as the cultural components, the context in which they live and their socio economic reality, the contact with native speakers or the language, and also if their mother tongue belongs to the same family that the language that they are learning.

This study could contribute to researchers as a basis to find out how the different techniques help others to acquire a second language in a natural way, and taking into account the particularities of each individual, the culture or context, and the most important thing, student's needs. Students' needs are important, and teachers have to think about it while creating the curriculum and materials, routines, and activities that involve them into the a dynamic class, they need to feel that they are taken into consideration, that their opinions are important and that the activities are adequate to their likes, needs and particularities, so the learning process could become significant for students.

The way in which teachers give instructions is also very important. The needs of the students, their age and cognitive abilities must be taken into account, and also the instructions must be clear enough in order to achieve an understanding of the topic and contents. Instructions are significant in the performance of students in the classroom, and also, instructions are an important factor in the success of the activity, so the teacher can detect weaknesses and things that need to be reinforced. The use of different techniques while giving instructions can strongly determine the success of the pupils, and how quickly they learn. Giving activities such as worksheets without taking into account if they really understand the contents of the topic could be harmful.

5.2 Plans for Further Action

The present project helps researchers to understand that there are important factors that could affect the learning of grammatical structures of students. But, there were some limitations during the study such as the few time for the research and the collecting data process. In order to improve in future investigations, researchers believe in the importance of having much more time to develop the collecting data adequately.

Besides, factors such as personality, socio economic issues, and the environment or content could be developed in an extended way. Psychological issues and familiar or community problems must be taken into account. For these reason, in future investigations the data could be taken from different high schools with a determinate context in order to understand the contrast between the different context and how this affects students' performance.

Another important factor to take into account in future investigations is about the different techniques used by teachers. The use or lack of didactic materials or technologies, and the use of activities that are not adequate for students' level or needs in order to find out which activities or techniques are more suitable to the teaching of grammar in a second language. The use of books, music, new technologies could be good tools, but the question is Which of them are adequate to students needs and reality?

Additionally, it is very important the study of the role of parents in the process of learning a second language. Many of the students tell that they do not receive any support from their parents. So, it is very important to determine how it affects the learning of a second language, and how parents can be more involved in the school activities of their kids. Many parents strongly believe that is not necessary to give support to their children because they think teachers' labor is enough. So, for future investigations is very necessary to find out how much parents' support helps students to overcome many issues during the learning process and success in the learning of a second language.

Chapter VI

Conclusions

6.1 Outcomes.

The present study showed important results about the different factors that influence in a negative way the learning of grammatical structures. Researchers strongly believe that the investigation showed up the different factors that do not permit a correct development of the learning of a second language. Many of them are mentioned before such as personality, culture, experiences, etc. This research project tried to find out which of them are influencing in the effectivity of the class, and how much of them determine how students perform, how they feel about English classes and how much they success in the learning of the second language.

- One of the most important findings is about motivation. The motivation of students could affect the learning process. But the motivation of the teacher and the attitude could be transferred to the class and students. For that reason, teachers must try to make funny activities for teaching grammar in order to get involved students with the contents.
- Another important finding is about the way teachers give instructions. The lack of instructions or the complexity of these could affects students. Many students believe that grammar is difficult because they are not understanding teacher instructions or explanations.
- One of the most particular findings was that parents most of the time do not support their children with the process of learning, and it affects in many different ways to students.
- Furniture location affects the development of the classroom. Students can get distracted or bored because they do not feel close with the teacher and other students. The classroom must be comfortable and adequate to students' needs.

6.2 Implications.

There are some implications that teachers have to take into account. The present project may help teachers to understand the importance of finding out the different factor that affects the learning of a second language.

- Although much of the teachers have many experience in teaching grammar, many of the students do not understand the teachers' instructions or explanations about the topic. For this reason, some of them do not understand the activities.
- Depending on the topic developed the teachers need more than one class in order to be sure that students really understand the topic. There are topics more difficult than others.
- Many of the teachers strongly believe that teaching grammar is a difficult thing to teach. It could be an important factor that influences in the classroom, maybe teachers need to find out different techniques that allow students to connect in a significant way with the contents showed. Techniques and methods are determinant.
- Motivation is an important issue in the learning of a second language. But, motivation depends on many other factors; it includes previous experiences, the constant contact with the language, the teacher methods and the dynamic during the classroom. It is important to understand that during the class students' needs and feelings are important, if they feel comfortable and happy in the classroom is much easier for the teacher to develop different topics and students can success faster.
- The age is a determinant factor in the learning of grammatical structures. They need to learn some contents previous. And, as said before, young learners can learn faster than the older learners with no previous experience in the second language.
- One of the most important issues is about the place and the location of furniture. Places with much furniture could affect the concentration of students in the classroom.
- The level of the second language of the students has to be considered in order to adequate the class to the needs of each student.
- One of the most important factors is the motivation of the teacher. Some teachers are not motivated and they transfer part of this frustration to students. Also, it interferes directly on the activities given by the teacher, and students get bored because the lack or no instruction of activities. How the teachers feel is so important and significant to students and that could determine if the class success or not.
- Parents' motivation is also important; kids with very supportive parents do better. Parents are part of the learning process, if parents motivate their children to learn and give all the tools that they need in order to get kids involve in the process allows them to feel better

around the language. But, there are some limitations to some parents, because many of them do not have the economic tools to support their children.

- Techniques are significant. Teachers can use games, new technologies, topics related to the student's reality and context in order to get students involve in the learning process. Students' needs are important, so the methods used have to take into account student particularities, likes, dislikes and culture.

6.3 Limitations.

During the development of the research project there were some limitations that could affect in many different ways the results of the research. The first limitation was the time of the course of investigation, researchers had not enough time to interact with the subjects in the investigation, and so many important data could be wasted. The time scheduled for the research in the course was not enough for the compilation of all the data needed, and if there were more time for research many other methods of data collection can be used, so the investigation can be developed in a more extensive and detailed way. For this reason, it was one of the most important limitations of the research, it was a determinant factor in the way the investigation was focused and if there had been more time for all the processes needed maybe the results could have been clearer and help many teachers to the development of techniques that minimize the impact of negative factors in the learning of a second language.

- The second limitation was that the group used in the investigation had not the enough time for the investigation; so the researchers had limited time to collect the data needed because the students had schedules filled with other classes and assignments. So the group was lent to the researchers for a very few time. For instance, researchers consider that for future researches is necessary to count with more time to develop the investigation and collecting the data adequately in order to develop a detail investigation with many other ways of collecting data and with more time to collect the information from the subjects, and also with observations about how the class is developed, and how is the interaction between students and teachers, how the personalities influences in some way to the learning process and how their socio economical context could affect the learning of a second language.

- The third limitation was that the researchers cannot follow up on the case. One of the concerns of the researchers is that there was much more information that could be collected from students and teachers in order to determine if there were changes after the investigation that could yield data and important results. This is an important issue that could enrich the research about which other factors interfere in the correct learning of grammatical structures.

Chapter VII

Recommendations

In the present study the investigators discovered the importance of the different factors in the learning of grammatical structures on a second language. During the study the researchers found that the factors can be external or internal. Some of them become from the culture, socio economic status, and context, but others could become from the motivation of the students, the personality and familiar issues. For that reason, it is very important to take into account the different factors that could interfere in the process of learning, the particularities of each student and the context. These are some recommendations for future teachers and colleagues:

- Motivation is important. Many students do not have the motivation because of bad previous experiences or their family does not support them. Community or family problems could discourage the students and much of them carry these problems to school, and it is reflected on low grades and desertion. Teachers have a fundamental role in society, they have the power of changing societies, and they can motivate students and make them feel that school is a safe place. If teachers understand the importance of motivation during the classroom, the classes can be more effective.
- Techniques and methods are important. The activities used during the grammar class must be not only effective; they must be enjoyable and funny for students. One of the most powerful tools that teachers can use is to study the context, likes and dislikes of students and take it into consideration in the curriculum. If teachers relate the grammar activities with elements of daily life of students, the process becomes easier to understand for students.
- Instructions are fundamental. Many teachers omit the instruction part; they consider the students understand what has to be done clearly, but the reality is that many students do not understand. The instructions must be clear and it is better to avoid complex instructions if the class has a low level of language. Explanations of teachers are very important, that is why it is significant the use of different techniques while giving instructions.
- Teachers' motivation affects the class. Teachers most of the time do not believe that their feelings can be transferred to students. A bored or frustrated teacher usually will have bored and frustrated students. It is fundamental to take into consideration that attitude during the class is fundamental.

- Parents are part of the learning process. Many parents feel that they cannot help their children in the second language assignments because they do not know how to or they do not speak that language. But, the reality is that they must be involved, they are an important factor of the motivation of students, so they can support in many other ways and let the kids know how important is to learn a second language and that they are able to help them in many other different ways.
- Furniture location is significant. A class full of furniture could affect in a negative way the process of learning. The classroom must have few elements in order to get the students focused on the class activities; also, the way in which teachers put students' desks is important. Many teachers believe that to order students' desks as a semi-circle could help them feel comfortable and focused on the class. But, the teachers have to take into consideration the characteristics of the class and prepare it according to students' needs.
- Student's particularities are fundamental. One of the most important aspects on education is to take into consideration the students' needs and particularities. Each individual is different and unique, that is why it is so important to look for different methods that helps to enhance the class experience. Not all the students learn in the same way or with the same speed. Many of them needs more time to acquire certain contents and is ok.

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Annexes

Survey for Teachers

Universidad Latina de Costa Rica, Sede Grecia

Course: Seminar II

Students: Daniela López González and Filander Valverde Ramírez

We are writing to you to request your valuable collaboration, which is to provide your opinion in the following survey, which aims to conduct a study for the purpose of compiling data and qualitative information for the completion of a bibliographic research project, course of Educational Research of the Latin University of Costa Rica. This information will have the strictest treatment of confidentiality, professionalism and will not be the object of study in any other institution than the one already mentioned

Personal and academic information

Home place	_____
Age	_____
Sex	() Man () Woman
Degree	() Master () Licenciatura () Bachelor () Profesorado () Diplomado () other _____
Major in	_____
Civil status	Married Single Divorced Other: _____
How long have you worked in this school?	_____
How long have you been teaching grammar?	_____

1) Reading and Writing: General

Content that you are teaching	_____
Is it difficult for you to teach grammar?	() Sí () No
How many lesson will it take to teach a content?	() 1 () 2 () 3 () 4 () 5 () 6 () more _____

2) Grammatical Structure: Specific topics

Content	Is it difficult for them?
Present perfect	() yes () no
Simple past vs present perfect	() yes () no
Use of since and for	() yes () no
Use of when, while, meanwhile, as well as...	() yes () no
Modals	() yes () no
Conditionals	() yes () no
Type 0	() no
Type 1	
Type 2	

Type 3 Mixed	
Future will vs going to	() yes () no
Relative pronouns	() yes () no
Say or tell collocations	() yes () no
Other contents: _____	() yes () no

Teacher's Questionnaire

Universidad Latina de Costa Rica, Sede Grecia

Course: Investigación Educativa

Students: Daniela López González y Filander Valverde Ramírez

We are writing to you to ask for your valuable collaboration, which is to provide your opinion in the following questionnaire, this aims to conduct a study with the purpose of compiling data and qualitative information for the completion of a bibliographic research project, course of Investigación Educativa of the Universidad Latina de Costa Rica. This information will be confidential, its only object is studying professionally the data gathered.

Instructions: In relation to the factors that negatively influence the learning of grammatical structures. Mark with an X the ones that you consider apply in your work environment.	Disagree (NO)	Agree (YES)
	1	2
1. Do you have any routine before starting a class ?		
2. Did you struggle when teaching grammar?		
3. Do you teach with didactic material (worksheets, books, booklet, online software...)?		
4. Do you think grammar is a difficult skill?		
5. Do you think motivation is a factor that affects negative or positive the learning of grammar structure in students?		
6. Do you consider that the age of the students negatively affects the learning of grammatical structures?		
7. Is the classroom, the location, the furniture an impediment to the good learning of the subject?		
8. How many non-significant adjustments do you have in the ninth grade?		
9. How many significant adjustments do you have in the ninth grade?		
10. Do the students finish all the practice of the day?		

Teacher's interview:

Universidad Latina de Costa Rica, Sede Grecia

Course: Seminario de Investigación II

Students: Daniela López González y Filander Valverde Ramírez

We ask you for help with this interview in order to collect data for our research of Seminario de Investigación II at Universidad Latina de Costa Rica. This information will be completely confidential, and will not be used for other purposes.

1. ¿Which factors do you think keep students from learning grammatical structures (verb tenses, modals, conditionals...) in the classroom?

2. ¿Do you think that parent's motivation to students influences in the learning of grammatical structures?

3. ¿What would you recommend in order to make grammatical structures easier to learn (strategies, techniques...)?

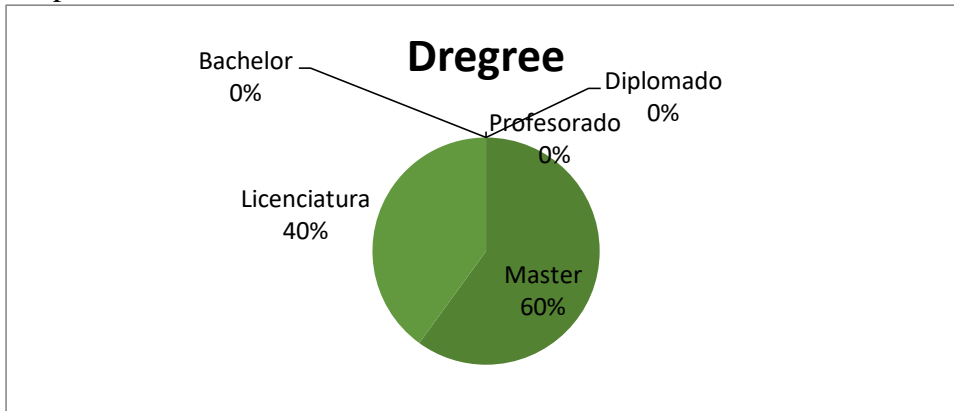
Ninth grade student's questionnaire:

We ask you to answer the following questionnaire in order to do a research on the aspects that influence in a negative or positive way the learning of grammatical structures in ninth graders. This information will be completely confidential, and will not be used for other purposes.

Instructions: Mark with an x if you agree or disagree with the questions about your grammar class.	Completely Agree (no)	Completely Disagree (yes)
	1	2
1-Is written English difficult for you?		
2-Do you understand the explanation of your grammar teacher? (Written English)?		
3-Do your parents support you in order to learn (Written English)? For example, They pay for extra help for you, they explain grammar to you, they pay internet for you to have more resources...		
4-Do you get good grades in grammar tests (Written English)?		
5-Have you done a placement test in grammar class (Written English)?		
6-Do you use the book, copies or booklet that your teacher gave you for grammar class (Written English)?		
7-Does the material your teacher gives you help you understand better grammar (Written English)?		

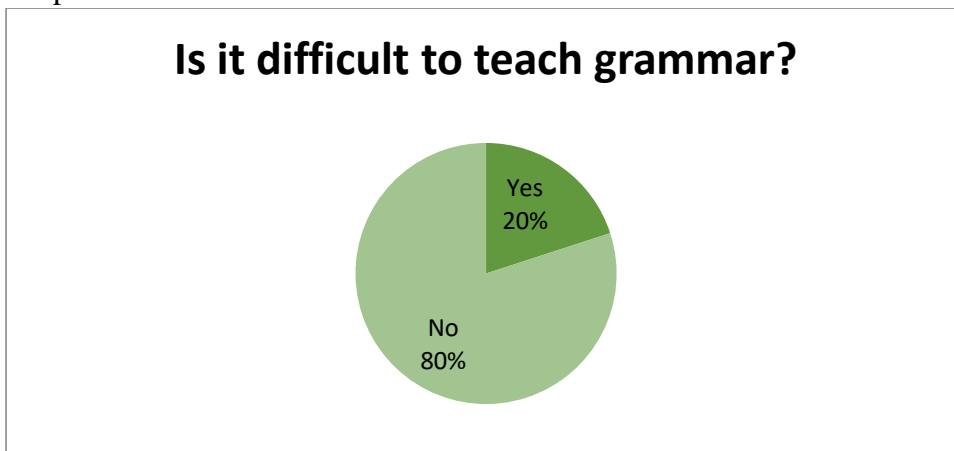
Teacher Survey Graphs

Graph 1.



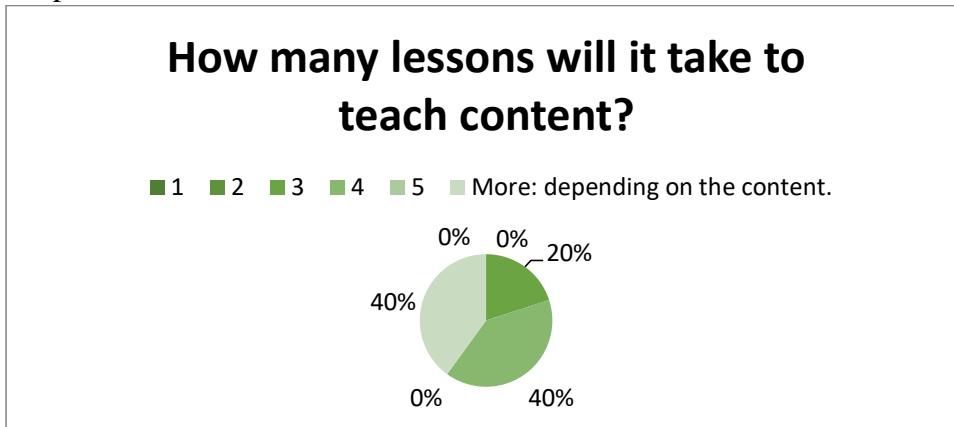
60% of teachers in the survey have an academic degree of Master. And 40% have Licenciatura degree.

Graph 2.



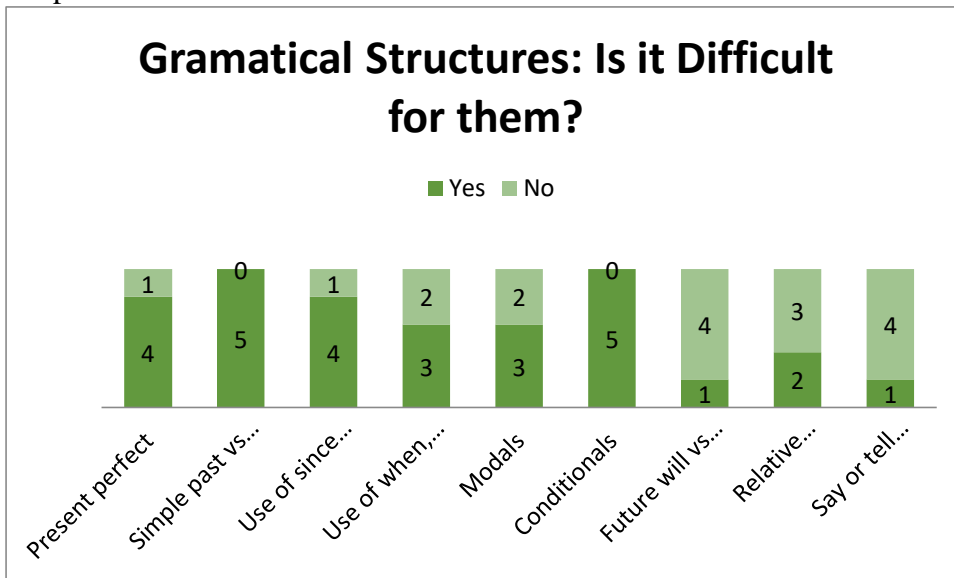
80% of teachers believe that is not difficult to teach grammar, and 20% of teachers believe that is difficult to teach grammar.

Graph 3.



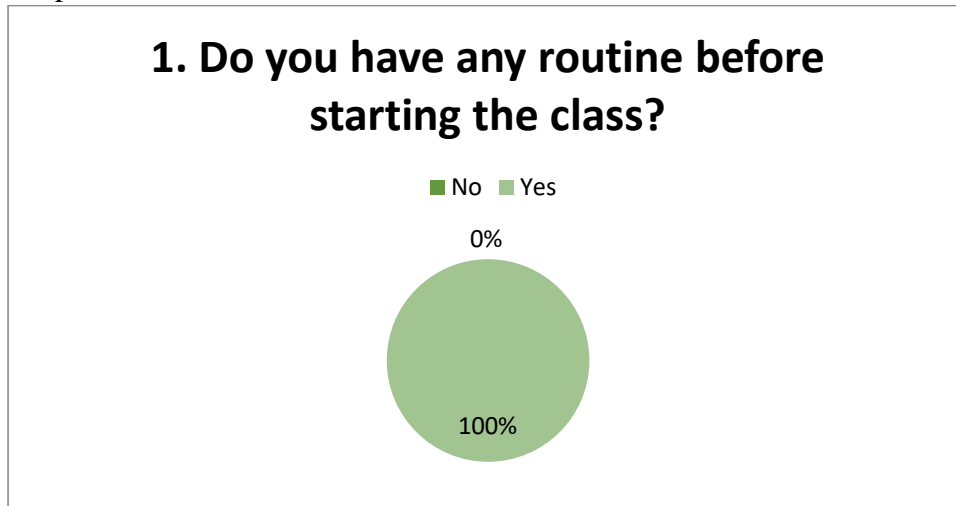
40% of teachers believe that are needed 4 lessons for teaching content. 20% think that are needed 3 lessons. And, 40% believe that are needed more than five lessons depending on the content.

Graph 4.



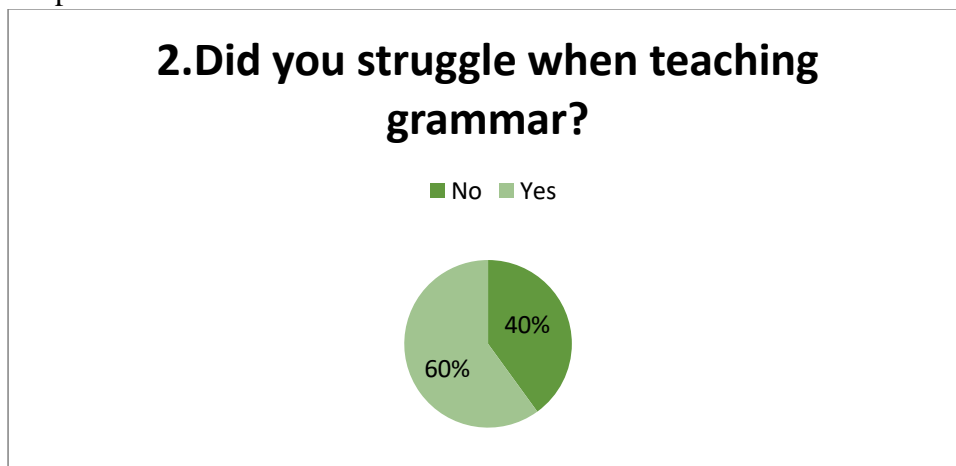
Four teachers of five believe that teaching simple present is not difficult. Five think Simple past vs Present Perfect is not difficult. Four believe that the use of since and for is not difficult. Three believe that teaching the use of when, while, meanwhile...is not difficult. Three believe that teaching that the use of modals is not difficult. Five believe that teaching that teaching the use of conditionals is not difficult. Four believe that teaching that the uses of Future will vs going to is difficult. Three believe that teaching relative pronouns is difficult. Four believe that teaching how to say or tell collocations is difficult.

Graph 5.



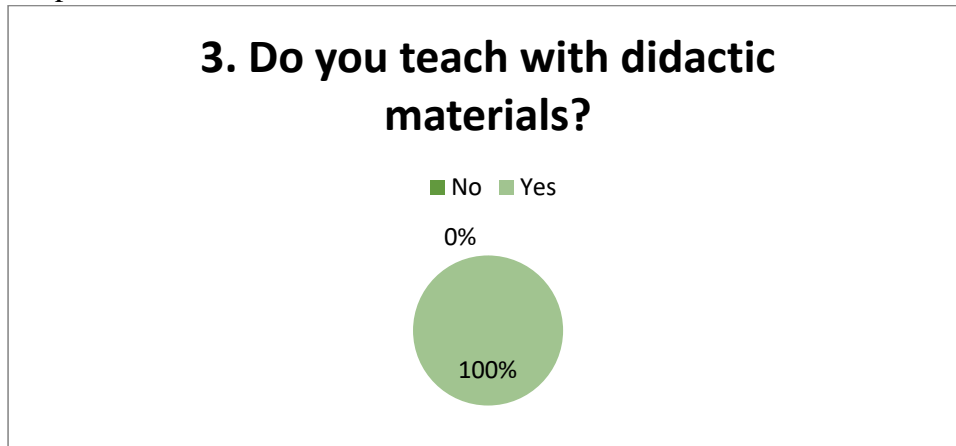
All the teachers in the survey use routines before starting the class.

Graph 6



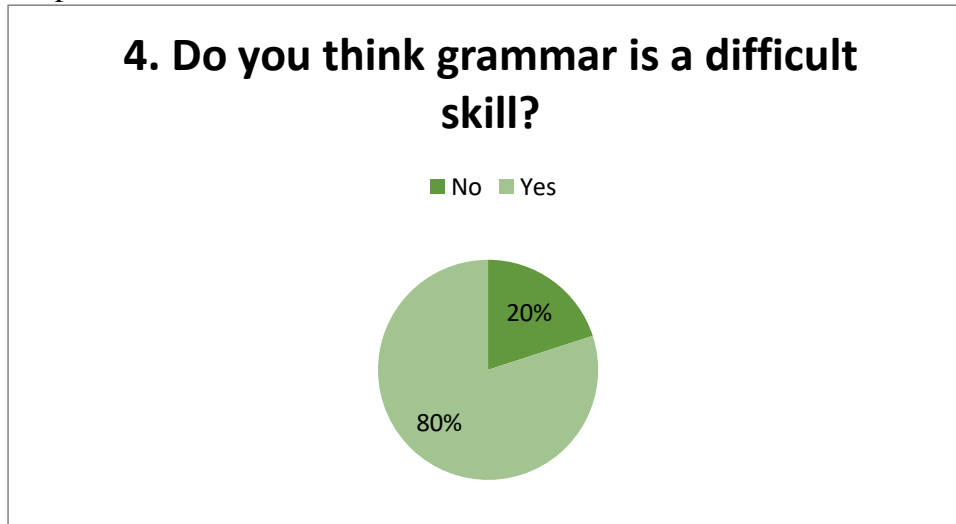
60% of teachers believe that they struggle when teaching grammar.

Graph 7.



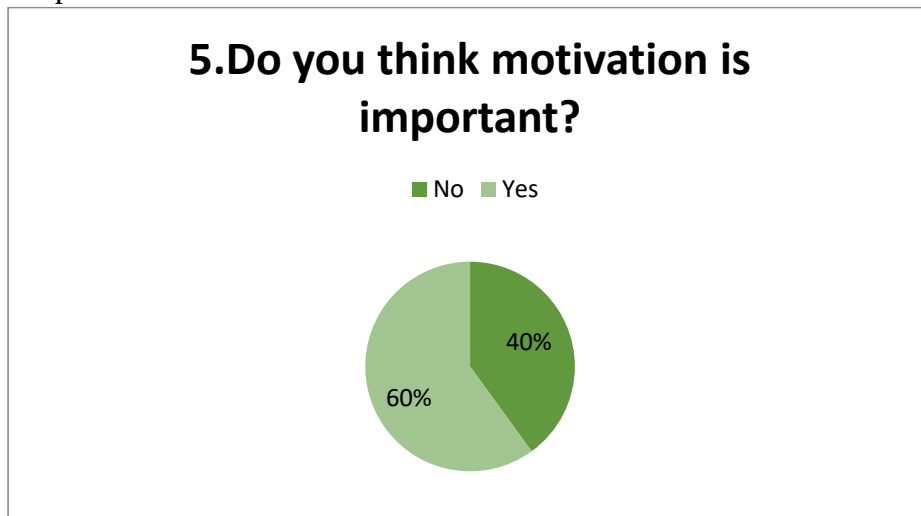
All the teachers in the survey said that they use didactic materials during the class.

Graph 8.



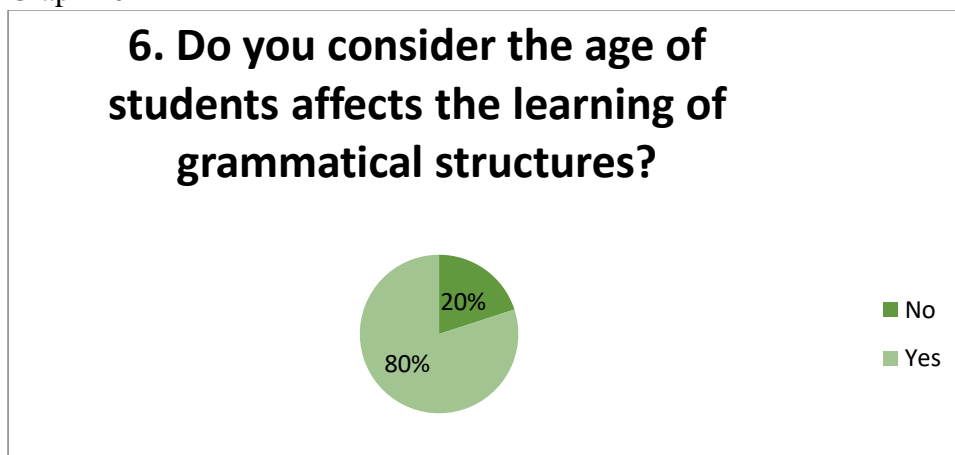
80% of teachers believe that grammar is a difficult skill.

Graph 9



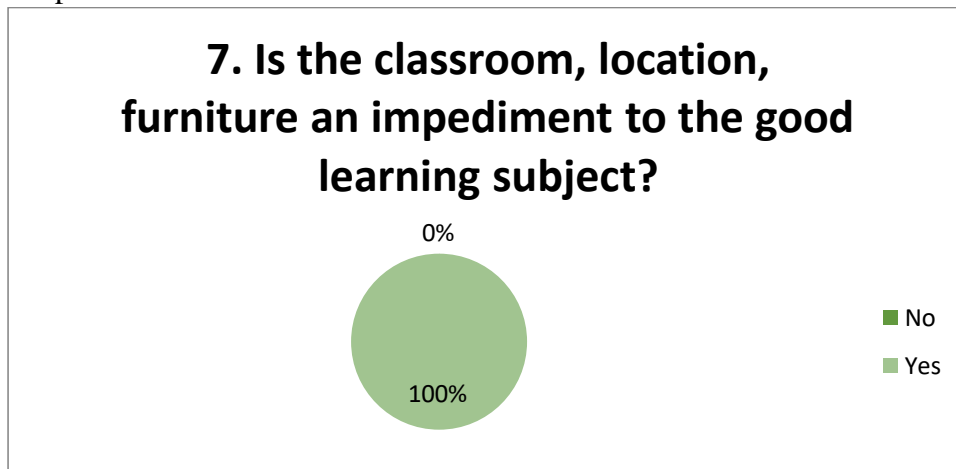
60% of teachers believe that motivation is important.

Graph 10



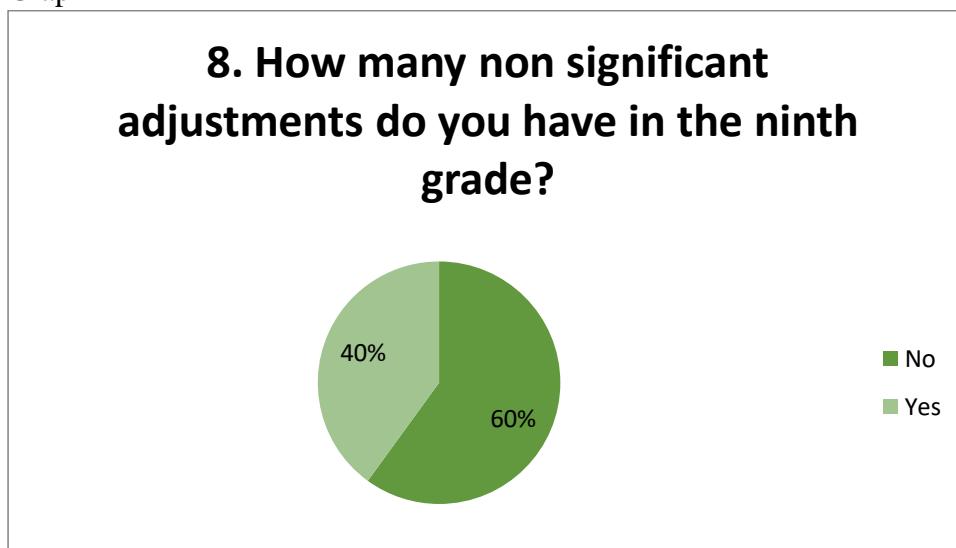
80% of teachers believe that the age of students is important in the learning of grammatical structures.

Graph 11



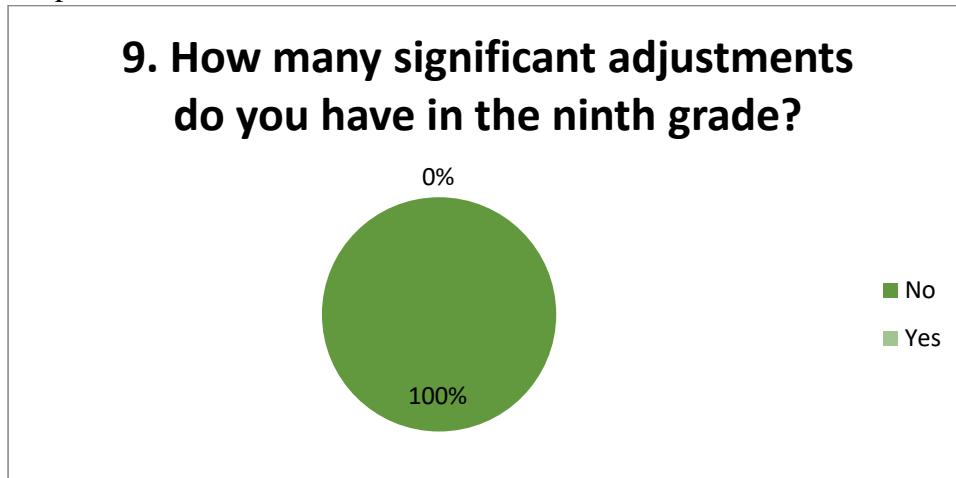
All the teachers think that the place of the classroom is important. Also they believe that the location of furniture could affects the class.

Graph 12



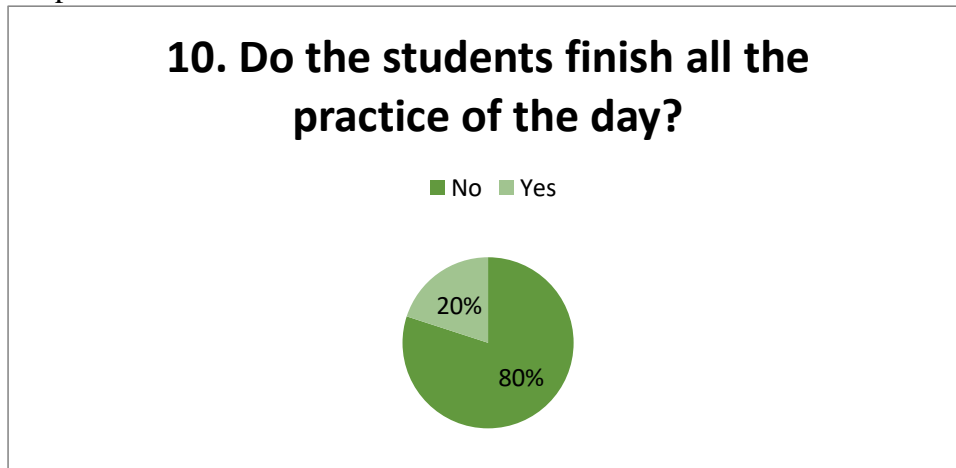
60% of teachers have non-significant adjustments in the class.

Graph 13



None of the teachers have significant adjustments in the class.

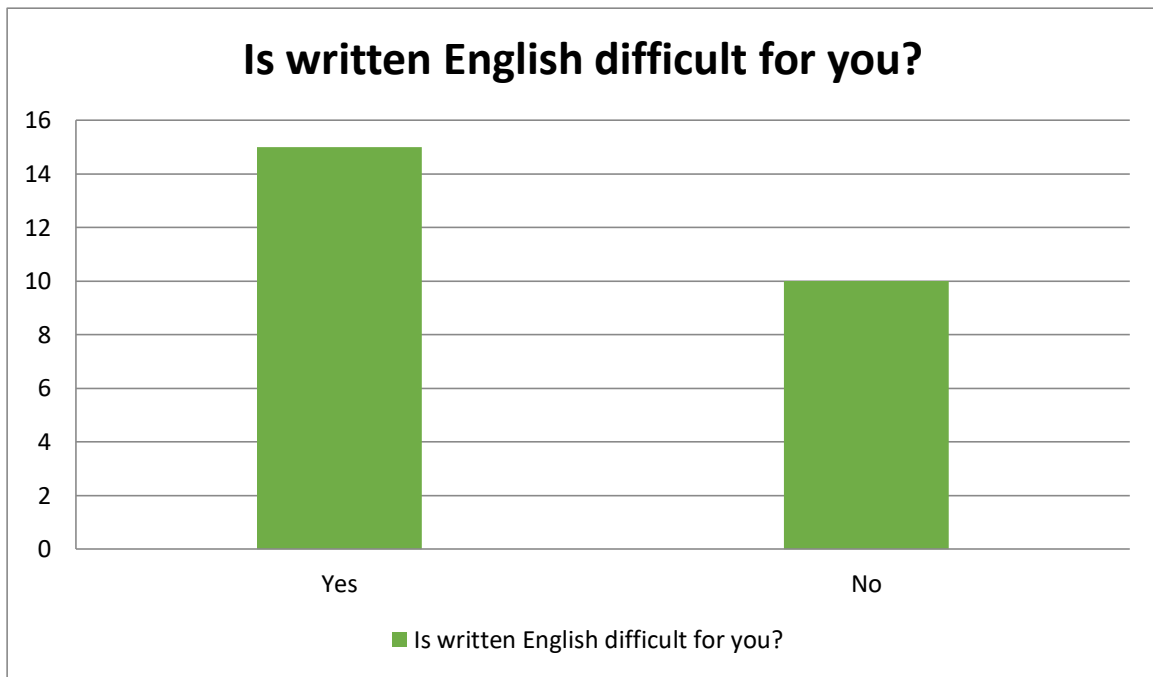
Graph 14



80% of the teachers tell that their students do not finish the practices in one day.

Students Survey Graphs

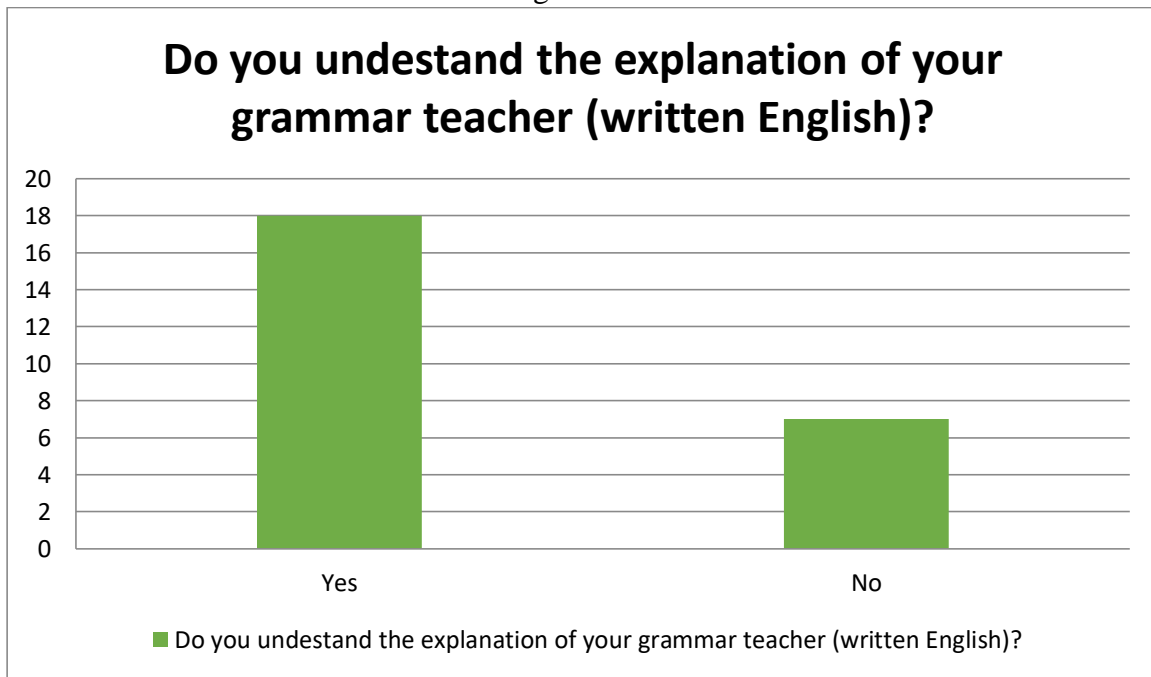
Figure 1



(Source: a sample of 25 students of ninth grade, Palmares Bilingual High School, 2019)

In figure number 1, it is clearly stated that more than half of students think that grammar is a difficult subject.

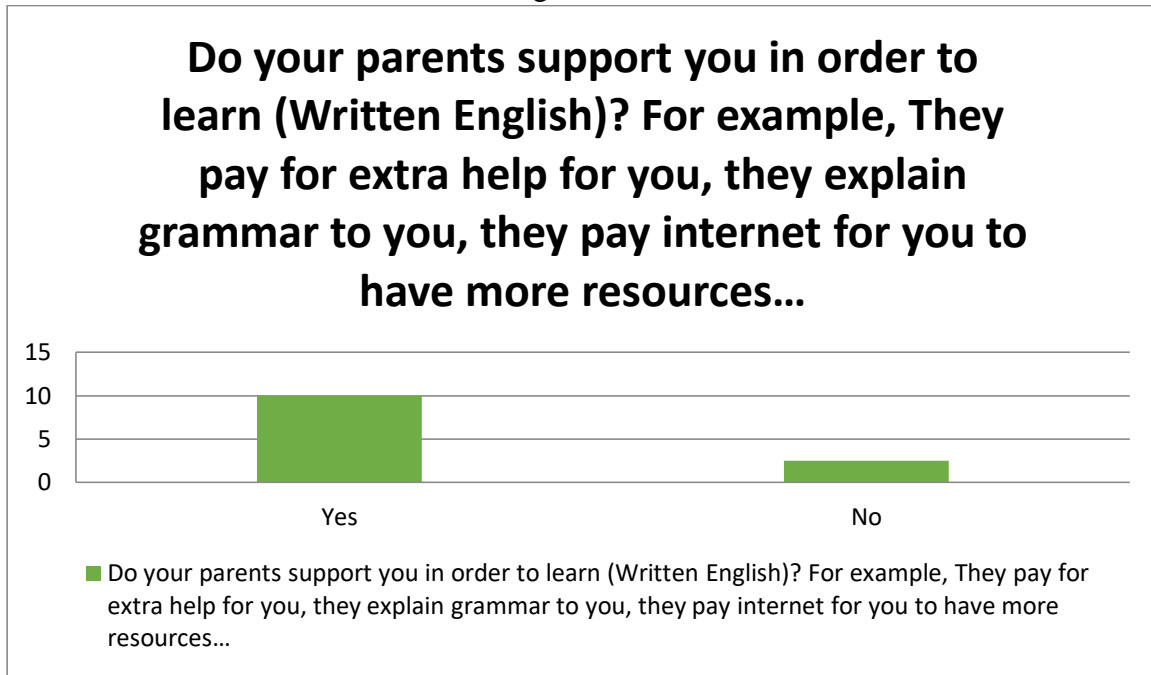
Figure 2



(Source: a sample of 25 students of ninth grade, Palmares Bilingual High School, 2019)

Figure number 2, most of the students of that specific group in ninth grade voted that they understand their teacher, curiously they do not understand grammar per say.

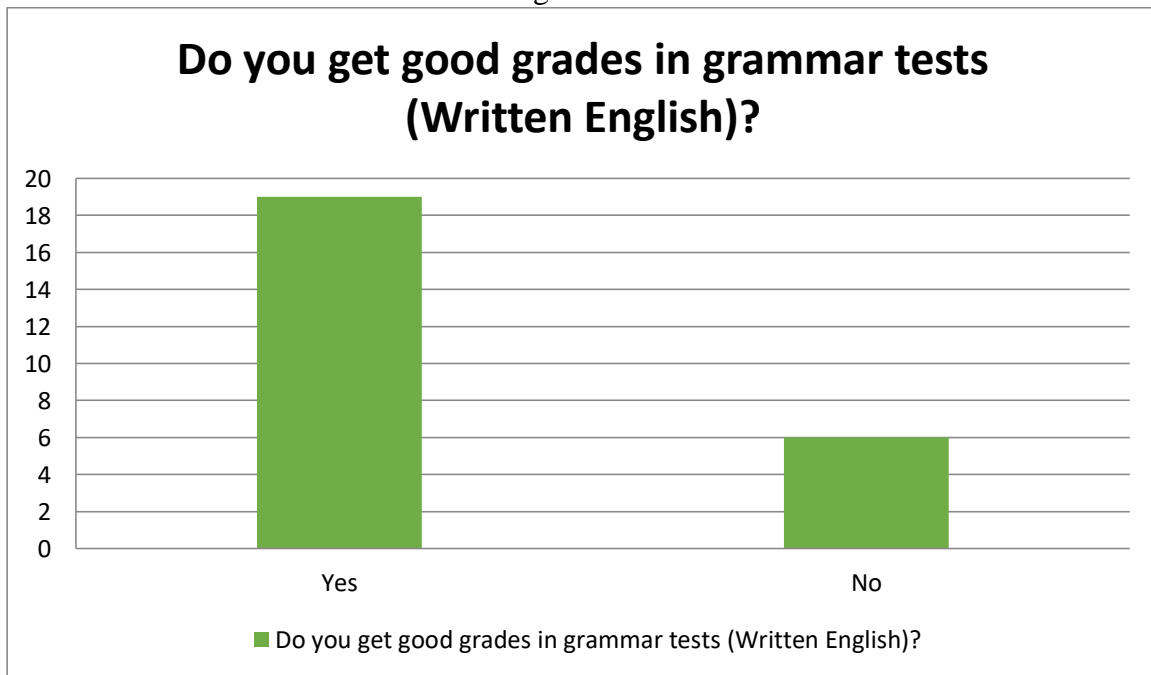
Figure 3



(Source: a sample of 25 students of ninth grade, Palmares Bilingual High School, 2019)

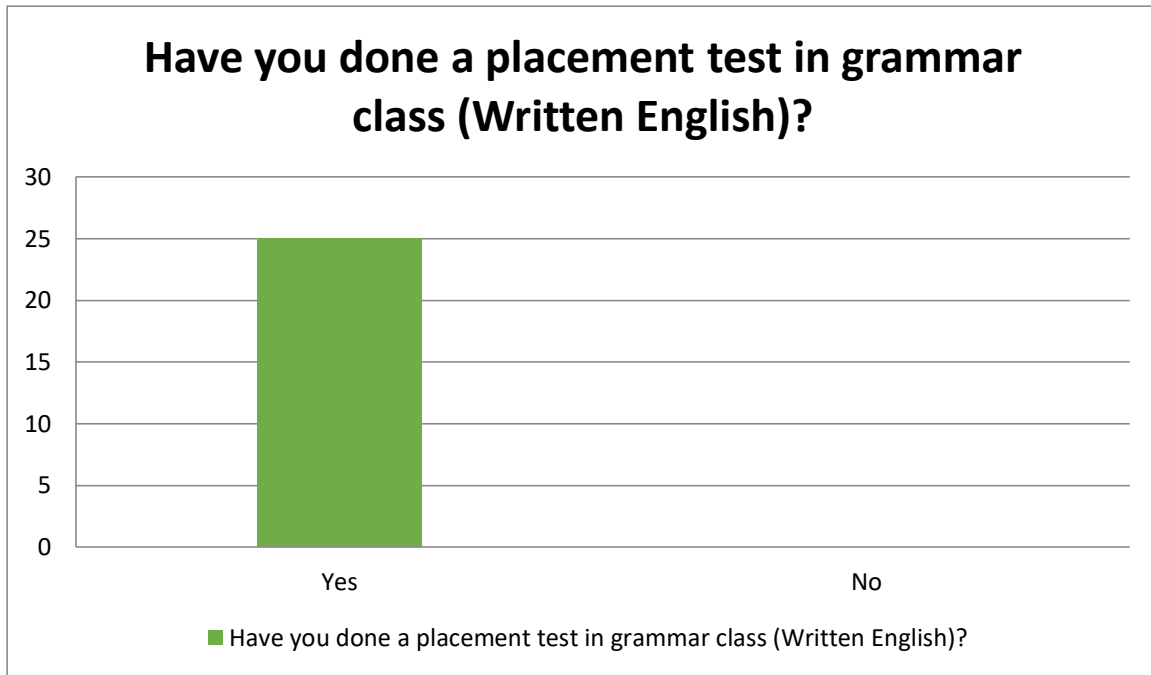
The third figure represents the amount of students in a specific group of ninth grade that say that their parents help them with grammar, like tutoring, private classes and other sources.

Figure 4



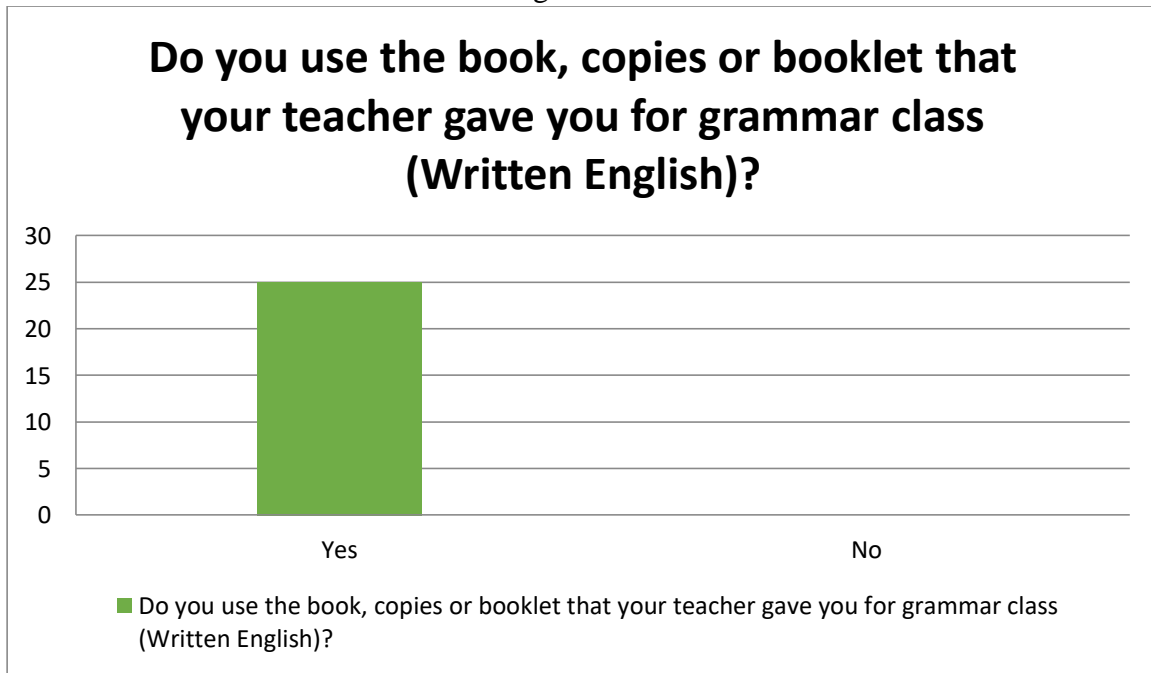
(Source: a sample of 25 students of ninth grade, Palmares Bilingual High School, 2019)

Figure 5



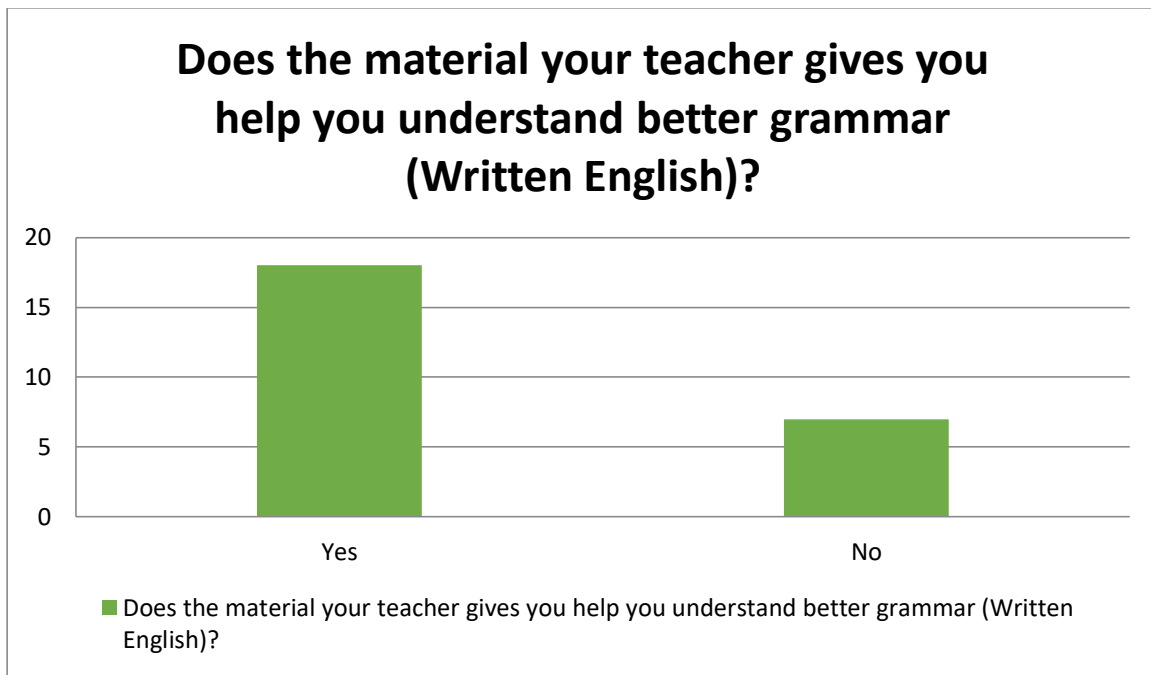
(Source: a sample of 25 students of ninth grade, Palmares Bilingual High School, 2019)

Figure 6



(Source: a sample of 25 students of ninth grade, Palmares Bilingual High School, 2019)

Figure 7



(Source: a sample of 25 students of ninth grade, Palmares Bilingual High School, 2019)