

The Implementation of Internet Resources to Enhance Grammar Teaching at Academia Aprende.

Submitted to

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Final Project

Lic. In English Teaching



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Firma del estudiante(s):

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### **Abstract**

The present action-research was based on the implementation of internet resources to enhance grammar teaching at Academia Aprende. The participants are students whose ages go from twelve to fourteen years old. The main reason to investigate this topic is that grammar is considered a difficult sub-skill to teach and learn. The findings indicate that educators struggle when teaching grammar because they lack of techniques, ideas, or resources to support grammar instruction. Another finding is that students do not show interest or motivation to learn and practice grammar structures. Different conclusions emerged from the development of this study. For instance, the use of tables should not be considered the main technique to present grammar rules. A few internet resources are implemented during grammar lessons as well as authentic materials. Feedback is not provided to correct mistakes which lead lack of grammar knowledge on students. Based on that, an alternative methodological proposal was created to demonstrate how internet resources can improve the teaching and learning of grammar.

*Key words:* internet resources, grammar, alternative methodological proposal, teaching, learning, implementation.

### **Acknowledgments**

Through the process of this study, there were many ups and downs, so we want to thank all the people who helped us. First of all, we want to thank God because He gave us the strength, ability, knowledge to complete this investigation. We express thanks to the academy and the participants (teacher and students) for their disposition to allow us to develop this research. We would like to recognize and acknowledge the provided support by the professor M. Ed. Roberto Arguedas Zúñiga who always offered us their guidance through this process.



First of all, I would like to dedicate this investigation to God who gave me the strength, health, and knowledge to complete this research successfully. To my beloved family who has always encouraged me. To my classmate Elena who worked with in this study. Finally, I would like to express my deepest gratitude to the professor M. Ed. Roberto Arguedas Zúñiga who guide us through the development of this study.

*Angie Vargas Cordero*

I want to express my gratitude to my parents, my brother, and my boyfriend who are always supporting me in anything I need. Finally, I want to thank my classmate Angie and the professor M. Ed. Roberto Arguedas Zúñiga.

*Elena Fonseca Fonseca*

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## **Chapter One**

### **Introduction**

## **Introduction**

Learning English as a foreign language has been a challenge for people. Learning a language involves the use of different linguistic skills like listening, speaking, reading, and writing. However, grammar structures are inherent in all of the aforementioned skills. Grammar is an important sub-skill that contributes to the understanding of the second language since it allows individuals to have a better idea about how to communicate effectively. Grammar teaching plays a significant role in the improvement of language proficiency and it should be a concern for language teachers. For this reason, educators need to know how to teach grammar and help learners to put into practice this essential sub-skill. Due to this need, the development of this investigation is based on the implementation of internet resources to enhance grammar teaching. Internet offers a variety of resources that educators can use to support grammar teaching. Those resources can be an alternative to encourage students learn in an interesting and innovative environment.

Based on this, the first chapter provides a general idea of what is going to be discussed during the research. The first section is the rationale that explains what the research is about. The second element is the purpose which reflects the need of developing this investigation. Then, the general and specific objectives are presented with the purpose of providing the reader the main goals of this paper. The research questions are created to function as the main guide for the development of this study. Lastly, the hypothesis and conclusion are included to comprehend what is being investigated. All of these aspects are part of the first chapter of this research.

## **Rationale**

Learning English has been considered a necessity for individuals. It has been learned because of work, study, communication, pleasure, adventure, and others. The four basic linguistic skills must all be enhanced in order to help learners become competent in the target language. The grammar sub-skill is crucial in the learning construction process as stated by Dalil (2013), “grammar is the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language” (p. 5). It reveals the importance of grammar in order to ensure accuracy and meaning when using the language. Educators struggle to explain grammatical structures when teaching English. The lack of ideas or resources to teach this sub-skill is a problem that educators face during classes, which also represents a problem for students since they do not show interest or motivation to learn and practice grammar structures.

The educational field has experimented continuous innovations and modifications through the years. The technological era has contributed to those changes. Technology provides a number of tools to facilitate the process of teaching and learning English. In his research, Hamidatul (2020) expressed, “internet resources build the teachers’ awareness in teaching English. They tend to use creative internet resources such as Ebooks, social media, and website in improving grammar and language skills of the students” (p. 12). Therefore, internet resources like web pages, online games, applications, platforms, and others have great benefits for both teachers and students to communicate and exchange information to teach and learn grammar. The use of those resources can also support the process of teaching grammar and help students become competent in the grammar sub-skill. Finally, it is worth the implementation of internet resources to enhance grammar teaching since they



can facilitate the learners' knowledge construction process. Internet resources can create a learning environment where learners feel motivated to learn and practice grammar interactively.

### **Purpose**

As mentioned previously, grammar is an important aspect in the success of communicating accurately. The role of grammar is essential when learning a language and it should be taught effectively for the learner to understand and express meaning. It is necessary to incorporate diverse teaching techniques and resources within an English class to enrich students' comprehension and development of grammatical forms and functions of the language being learned. When there is lack of grammar knowledge, the message to express ideas, opinions, and thoughts can be misunderstood. One of the main purposes of this study is to find internet resources that can function as tools for educators to teach grammar in an interactive environment. The use of internet resources in English classes points the importance of implementing activities through the Internet in order to allow students to interact and perform the language in a more innovative and accessible way in or outside of the classroom (Arango & Galvez, 2015). For that reason, teachers need to be aware of new strategies and resources to engage students to learn grammar.

This study was born from the need to teach grammar in a manner that is not monotonous for the students instead they can learn and enjoy the learning process. It can be difficult for teachers of the English language to find strategies or activities for learners to practice grammar. Educators still use traditional methods which do not promote innovation or the use of internet resources to teach grammar. As Bikowski (2018) expressed, "regardless of the specific technology used for grammar teaching, the trend in language

education is to create innovative grammar tasks that are fully integrated into the course and use intelligent and interactive technologies” (p. 2). This idea highlights that the educational field should be in constant innovation and teachers should raise awareness of the importance of incorporating new technologies and resources to teach grammar.

The purpose of this study is to investigate how grammar teaching and learning can improve through the implementation of internet resources at Academia Aprende. Indeed, this investigation presents an alternative methodological proposal that suggests activities that EFL teachers can use to enhance their teaching strategies to achieve meaningful grammar learning. Finally, researchers have established a series of objectives in order to have a more specific view of the goals of this study. Those objectives are detailed below.

### **General Objective**

- To explore the teaching techniques, materials, and resources employed to teach students grammar in Academia Aprende.

### **Specific Objectives**

- To identify the teaching techniques used to teach grammar.
- To analyze the implementation of materials and internet resources to support grammar teaching.
- To observe different challenges that teachers and learners face when teaching and learning grammar.
- To design a series of activities to teach grammar with the use of internet resources.

## **Research Questions**

**Central question.** How can grammar be improved through the implementation of internet resources in Academia Aprende?

### **Associated sub-questions.**

1. What grammar teaching techniques are used to teach grammar in Academia Aprende?
2. What materials and internet resources are implemented to support grammar teaching in Academia Aprende?
3. What are some challenges to teach grammar in Academia Aprende?
4. What are some recommended internet resources that teachers can use to achieve meaningful grammar instruction in Academia Aprende?

## **Hypothesis**

The implementation of internet resources in the teaching of English grammar helps to enhance student's grammar competence.

## Research Schedule

Activities	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Research Topic	✓							
Chapter One: Introduction	✓							
Chapter Two: Literature review		✓						
Chapter Three: Design and method			✓					
Instruments design				✓				
Chapter Four: Data Analysis					✓	✓		
Alternative Methodological Proposal						✓		
Chapter Five: Reflections							✓	
Chapter Six: Conclusions							✓	
Chapter Seven: Recommendations							✓	
Oral and Written Presentation of the investigation								✓

Note: Table 1 includes all the stages developed in the study with the respective dates.

## **Conclusion**

To sum up, the grammar sub-skill in English language learning has been considered as an important skill to comprehend a language. When learning English, it is necessary to learn the four linguistic skills listening, speaking, reading, and writing. Grammar is an important sub-skill that contributes to the understanding of the second language because it allows individuals to have an idea about how to communicate effectively. However, when it comes to grammar teaching, educators lack of ideas or resources to support the grammar teaching. For this reason, the idea of this project comes from the necessity to provide teachers with internet resources that may facilitate the teaching and learning of grammar. Indeed, those resources can benefit both teachers and learners to feel interested and engaged in the learning process. Many authors have pointed the necessity of implementing technological resources when teaching a language. The use of technology is an essential tool that can help educators to develop innovative and interesting classes. The implementation of technological resources to support grammar teaching facilitates students' learning process and teachers' language teaching.

**Chapter Two**  
**Literature Review**

## **Introduction**

This chapter contains the theoretical framework of this study. It develops three main points which are techniques implemented to teach grammar, materials used during grammar instruction, and the importance of technological resources in education. It also states some challenges faced when teaching and learning grammar. The first section of this chapter explains the variety of techniques that can be implemented to teach the grammar sub-skill. The second one states the types of materials used to teach grammar to benefit learners' grammar acquisition. Finally, some challenges that EFL students and teachers might face when teaching and learning grammar are presented.

## **Techniques Implemented to Teach Grammar**

Grammar instruction can be carried out through a variety of techniques. Ramadan (2019) described different types of techniques used for teaching grammar in an EFL class. One way of implementing grammar instruction is by using pictures. Through this technique, the teacher can illustrate different structures for the learners to have better comprehension. Another technique is asking concept questions, which consists of writing a sentence or question containing grammar structures on the board. Then, the teacher asks learners questions to verify whether they understand the structure under study. Objects are used to explain meaning of grammar concepts quickly. This technique helps the teacher to present concepts based on a specific topic that it is being studied (para. 1-13). This technique facilitates the teaching of structures as teachers use visual material that calls students' attention.

In addition, many other techniques to teach grammar have been implemented through the years. The use of stories plays an important role in grammar teaching. This

technique can be implemented to elicit and illustrate grammar points. Students enjoy stories because they provide fictions or real life situations that make the learning of grammar engaging and entertaining (Gulmira, 2020; Regmi, 2021). Storytelling is also a technique that can help learners to remember grammar structures easily because they catch students' attention as they listen. Repetition drilling is another technique that has been implemented in grammar teaching. As Nur (2020) suggested, with that technique students are asked to repeat structures as accurately and quickly as possible. This technique is used to produce grammatical structures orally, for example in dialogues (p. 24). As learners repeat, they learn and put into practice different grammatical structures. To summarize, the implementation of different techniques to teach grammar allows students to understand, analyze, compare, and contrast grammar during the instruction which benefits the different learning styles turning the learning of grammar into a meaningful process.

### **Deductive and Inductive Grammar**

Grammar can be taught in two different ways which are deductively and inductively. According to the Ministerio de Educación Pública (2016), "grammar is developed by combining both inductive and deductive instruction within a meaningful context" (p. 24). Based on this idea, it is necessary to provide a description of both types of instructions and their corresponding features. The author Bilash (2009) described deductive instruction as a more teacher-centered approach. In this case, educators provide students with a new concept, she/he explains it, and then students practice what they just learned. On the other hand, in inductive instruction students are in charge of noticing the grammar rule. The teacher shows learners different examples of how a concept is used. Then, students provide examples how the concept works in a sentence. Students are asked to notice the meaning of



the concept and the grammar rule by seeing how the concept is used. To make sure that the instruction is successful, questions are asked to determine if students understand the grammar rule and the concept (para. 1-4). Thus, the understanding of both deductive and inductive within the class provides ideas about how to combine them to ensure the effectiveness of grammar instruction.

### **Materials to Teach Grammar**

Teaching grammar comes along with the use of different materials within the class. There are two types of materials that can be used in an EFL classroom: authentic and non-authentic. Ianiro (2007) explained that authentic materials are print, video, and audio materials that are used in real life. They are not designed to be used in class, but they are excellent tools because they exemplify the use of grammar in real life contexts. In addition to that, there are two subcategories of authentic materials: print and auditory. Some examples of authentic materials that can be used for grammar instruction are greeting cards, websites, calendars, songs, magazines, TV guides, podcasts, movies, E-books, phone messages, among others (para. 1-2). Teachers should be aware of the importance of using authentic materials during grammar instruction. Teachers should consider these materials to fit the learner's needs and competence level. To conclude, authentic materials provide an understanding of how grammar is used in real-life tasks and an intercultural perspective that is hard to encounter in the classroom.

The other type of material is non-authentic. Tanjiana (2015) explained that non-authentic materials differ from authentic ones because they use fabricated artificial and simplified language. Textbooks are examples of this type of materials, as well as workbooks, worksheets, among others. Non-authentic materials such as textbooks show

lack of cultural elements so the materials do not seem difficult for the students. These types of materials contain false indicators, meaning that sentences are formed thoroughly. In the case of questions, the answers are in full sentences, and the structures are repeated too (pp. 10-11). That being said, non-authentic materials present lack of social interaction that opposes to authentic materials. They also present grammar in a structured and predictable way. However, if students are exposed to non-authentic materials, they will focus on the use of grammar forms in a more structured way that can help them to learn and practice grammar structures. To sum up, implementing both types of materials is of utmost importance because it will benefit the learning construction process.

### **Technological Resources to Teach Grammar**

Nowadays, the use of technological resources has a great impact on education. The Internet provides amounts of materials or resources that teachers can use to improve their teaching of grammar. As stated by (MEP, 2016) technology and education are connected to each other since technology is crucial in the process of teaching and learning (p. 27). On the internet, teachers can find platforms, online games, podcasts, apps, and pages, among other websites that they can integrate in their lessons. Some of these resources can be adapted to teach any linguistic skill. They help learners become active participants in the learning process and help students employ grammar structures appropriately. Teachers should take advantage of technology in order to teach grammar and capture learners' attention.

Bikowski (2018) argued that educators are now looking for technology to address many of the challenges they face to teach grammar from a meaning-based and communicative perspective, as well as to teach English more efficiently and interactively (p. 2). Thus, the learning process becomes interesting and engaging with the use of technological resources

during the teaching of grammar. Finally, it is stated that the Internet improves the quality of education because it creates an innovative and attractive environment for students to learn.

### **Challenges Faced when Teaching and Learning Grammar**

When students are asked to speak during English classes, they might feel that they are not able to do it because they do not have the grammar knowledge to express their ideas. Some factors influence students' grammar learning negatively. Moreover, it is essential to consider that grammar can be seen as one of the main structures of English. It means that students should have a meaningful understanding of grammar from the beginning of their learning process. Jumabayeva (2021) expressed that if students do not comprehend grammar rules, they will not be able to socialize effectively in that language. In addition to this, the teaching of grammar is considered the most difficult skill to teach and the most boring skill to learn (p. 1). It is fundamental for educators to be aware of those challenges to find solutions to help learners become grammar competent. The challenges that this investigation will analyze are students' needs when learning grammar, teachers' lack of strategies to teach grammar, and lack of teaching resources to teach grammar.

Learners' need is an issue that can influence the teaching and learning of grammar. Regmi (2021) affirmed that students' needs are sometimes forgotten when teaching grammar. For example, it is considered that correcting students' grammatical mistakes is a concern because teachers do not know if they have to correct students' mistakes in speaking classes (p. 23). Students might feel uncomfortable, embarrassed, or frustrated because they feel that they have a low grammar level. These feelings can trigger negative attitudes in students towards grammar learning. This represents a challenge for educators because they have to adapt their planning and time to be able to teach grammar in a way

that most students feel able to learn. For example, some students only understand grammatical rules if they are explained in their native language. Others prefer the explanation in English while others prefer to practice first and then infer the rules of the context. It is important for a language teacher to consider learners' needs and learning styles to find the most appropriate and useful strategies to teach grammar.

Another challenge is teachers' lack of strategies to teach grammar. There are English teachers who continue using old approaches or techniques to teach grammar. To support this, Bardakci and Uysal (2014) mentioned that for some teachers, a grammar lesson is based on explaining grammatical forms. It focuses on forms instruction in which the language is divided into isolated units and taught in a structured manner. This may follow this order, the teacher presents the grammatical structure, students practice in controlled exercises, and finally students have opportunities to practice the rules for oral or written production (p. 1). Lessons based on teaching forms do not allow students to have active participation when learning a new topic. Some students do not even pay attention when the teacher explains grammatical structures. Explaining grammatical structures and then asking students to work on written exercises can be a boring strategy to teach students grammar. These types of classes make students feel bored and not interested in learning grammar. Students need to be exposed to exercises and activities that allow them to put into practice grammar in a more dynamic way.

The last challenge is the lack of teaching resources to teach grammar. The teaching of grammar is seen as a problem for many teachers of English. Some teachers do not know what type of resources or materials they can implement to make a grammar lesson appealing to learners. Before teaching, it is crucial to think about the type of resources that can be used to support the teaching of grammar. Yusob (2018) stated that even if teachers

have the facilities, most of them are not working well. The use of enough facilities is crucial to make a grammar lesson more meaningful and attractive (p. 153). Nowadays, technology has become a significant facility to enhance the learning process. A great number of teachers have internet connection, computers, and projectors at their schools and high schools that are useful to improve their teaching. The concern is that some teachers only use their computers and projectors to explain structures or rules of the subject being studied. Educators can make use of the Internet to find different strategies, activities, games, and tools to encourage students learn and practice grammar.

### **Conclusion**

This section presents aspects that support the theories of this investigation. It explains relevant information about the teaching and learning of the grammar sub-skill with the implantation of technological resources. Techniques to teach grammar were presented. Another aspect included is the types of materials that can be used to teach grammar. Also, the importance of integrating technological resources when teaching grammar is stated. Finally, student researchers encompassed challenges that can emerge when teaching and learning grammar. All this information is provided to support the theories and issues of the present research.

**Chapter Three**  
**Design and Method**

## **Introduction**

The purpose of chapter three is to present the qualitative methodology used to answer the research questions presented in chapter one. This research follows a qualitative approach that seeks to gather information through the use of different instruments. This chapter is divided into four main aspects such as the research method, type of approach, site selection, participant selection, data collection procedures, and design. The first part of this chapter explains the type of research method that best fits the central purpose of this investigation. The second one explains the type of approach which is qualitative research. The third one gives specific details of the institution where this investigation is being carried out. The fourth part provides information about the participants involved in this investigation. The fifth section explains the instruments designed by the student-researchers to gather the information required.

## **Research Method**

For this project, the development of this alternative methodological proposal is based on the action research approach. It is suitable for research conducted by teachers or others to gather data to propose a solution for an existing problem. As Kalinde, Lufungulo, and Mambwe (2021) expressed, “action research is a series of cycles or spiral process that comprises problem identification by a teacher, a group of teachers or administrators who are in charge of taking action and fact finding about the result of the action taken” (p. 1). In other words, action research is used to detect and find solutions for a situation that needs to be improved in an institution or a classroom, with the result of providing learners with a better quality of learning. This type of research project seeks to provide a proposal to

enhance grammar teaching. For that reason, the use of action research seems to be the most suitable method to carry out this investigation. This action research will allow to explore different teaching techniques, materials, and resources that can be implemented to enhance students' grammar competence when learning English.

### **Type of approach**

A research methodology is a sequence of procedures to gather data from a precise phenomenon. The current investigation follows a qualitative approach which is characterized by a set of elements that define it as an almost non-numerical approach. As Creswell (2014) stated, "it is a purposeful sampling, collection of open-ended data to understand, explore, analyze texts or pictures, and representation of information in figures or tables with the interpretation of the findings" (p. 14). It is understood that the qualitative approach is "open-minded" and open in the meaning of what information it seeks to gather. In other words, the qualitative approach focuses on the bigger picture of the situation and not on the small details. In this study, the researchers attempt to identify features associated with the main issue by getting involved and immersed in the classroom to obtain and analyze the data.

### **Setting**

Academia Aprende is an institution located in downtown San Isidro de El General. It is an academy that started in the year 2016 with the purpose of teaching English classes. Moreover, it also offers a variety of courses and classes for people like sign language courses, tutorships in subjects like Math, Spanish, courses for teachers, among others. This institution offers English courses for children, teenagers, and adults. The students from this institution are from different parts of the country due to the academy offers virtual and face



to face classes. This academy has six classrooms and a population of sixty students registered, many of them attend to private or public institutions. They are registered in an English course based on their age and availability. These courses are established by levels, for example the first one is starter, then level one, level two, level three, and level four. Additionally, students from all courses study a variety of topics in the English lessons. Level four, for instance, studies topics related to talents and hobbies, good and bad habits, geographical features and ways to protect the environment, personal care products, bullying and ways to celebrate a holiday, among others. The institution offers a wide variety of services for students to feel comfortable such as air conditioning, TV's in the classrooms, wireless internet connection, a recreation area, bathrooms, a kitchen, and a reception. To conclude, this institution is quite significant for the literacy development of San Isidro downtown.

### **Participants**

To carry out this action research, the researchers selected a specific group of students. The participants of this research are in level four whose average ages go from twelve to fourteen years old. This group consists of six girls and seven boys. Most of the students who attend this institution come from surrounding places in Pérez Zeledón such as Boston, Villa Ligia, Pedregoso, and Sinaí. Many of these students decided to take English classes because they want to support what they learn in their high schools. They come from public and private high schools in Pérez Zeledón. Some of them have been studying in this academy for three years.

## **Instruments**

To develop this investigation, the researchers designed a series of instruments that are going to be used to gather the necessary information to describe the phenomenon under study. Three instruments were designed: field notes, an observation, and a questionnaire for the teacher. These instruments seek to provide different views about the techniques, materials, teaching resources, and students' challenges related to grammar instruction at Academia Aprende. The application of such instruments is crucial for this investigation because it allows the process of triangulation which provides support and trustworthiness of the results.

### **Instrument 1: Field notes**

This instrument was created to observe a general English class. It aims to identify how grammar is taught, the techniques used, the resources, and the challenges that learners face when learning grammar.

### **Instrument 2: Observation Scale**

This instrument was designed to carry out the observations at Academia Aprende with the purpose of analyzing the materials and technological resources used by the teacher to teach grammar. This instrument also has a section to indicate if the materials used by the teacher are authentic or non-authentic. The researchers have to describe the resources and explain how they are used.

### **Instrument 3: Questionnaire**

This instrument was created to collect information from the teacher about students' performance when learning grammar. The questionnaire for the teacher is divided into two

different parts. The first part is a chart that contains a list of techniques that can be implemented in the class, so the teacher has to select with a check mark the ones that are implemented during the lesson to teach grammar. It also contains some reactions that learners may present when learning grammar in which the teacher selects with a check mark the one that best fits each technique implemented. Finally, the second part includes another chart with some challenges that learners might encounter when learning grammar and a space for the teacher to share some comments about those difficulties.

### **Alternative Methodological Proposal**

#### **Justification of the Proposal**

The acquisition of a second language in Costa Rica has become a necessity for individuals as the years have passed by. It is a necessity to work, study, communicate, and others. As mentioned previously, there are different skills and sub-skills that need to be mastered in order to learn English. Grammar is one important sub-skill that needs to be enhanced to help learners to become competent in the target language. However, educators struggle to explain grammatical structures when teaching English. The lack of ideas, techniques, or resources to teach this sub-skill is a problem that they face during classes. For this reason, the purpose of this alternative methodological proposal is the enhancement of the learners' grammar learning through grammar teaching techniques, authentic materials, and technological resources. In order to apply this proposal, it is necessary the development of different strategies based on activities that serve as a guide for educators when teaching grammar. The application of these strategies will allow the researchers to discover if they function to improve the teaching and learning of grammar. Finally, these strategies are tools to gather the data needed to answer the research questions.

**First Strategy****Level:** Four**Unit:** 4**Theme:** Have you ever gone paragliding?**Mediation Strategy:** To analyze the teaching techniques used to teach grammar.**Name of the activity:** Telling a Story**Purpose of the activity:** To write a story using the present perfect.**Duration:** 20 minutes**Instruments:** Writing rubric and Web site, ESL Kids Games:<https://www.eslkidsgames.com/esl-story-dice-online>Padlet: <https://es.padlet.com/dashboard>**Description of the activity:****Warm-up:** The teacher projects the online game called Story dice to play with the students.

The teacher rolls the dice and the students have to say a sentence using the present perfect based on the picture that they get from the dice. (10 minutes)

**Main activity:** Learners are asked to write a five to ten lined paragraph in which they have to write a short story about a trip using the present perfect. They have to write about the places they have visited, food they have eaten, activities they have done, and all the information that students want to include. For this activity, students will use a website called Padlet to write their short stories.

**Post activity:** Students read their stories for the rest of the class from Padlet. Finally, the teacher gives feedback using the writing rubric.

## **Second Strategy**

**Level:** Four

**Unit:** 2

**Theme:** I want to change my bad habits

**Mediation Strategy:** To analyze the implementation of authentic materials in activities.

**Name of the activity:** Is there a gerund or infinitive in your favorite songs?

**Purpose of the activity:** To listen and to identify gerunds and infinitives in songs.

**Duration:** 20 minutes

**Instruments:** Grammar in songs-Gerunds and Infinitives:

-YouTube: <https://www.youtube.com/watch?v=Fyr5WhdXoE8>

### **Description of the activity:**

**Warm-up:** Students play Pictionary. The teacher tells each student what to draw using sentences containing gerunds and infinitives and the rest of the class have to guess if the verb is a gerund or infinitive.

**Main activity:** Learners watch a YouTube video about different songs. While watching the video, learners have to write the gerunds and infinitives that they can listen from the songs. After writing them, learners have to write sentences using the gerunds and infinitives that they get from the songs.

**Post activity:** Students share their sentences for the rest of the class.

**Third Strategy****Level:** Four**Unit:** 3**Theme:** Things used to be different.**Mediation Strategy:** To analyze the implementation of internet resources to develop activities.**Name of the activity:** Talking about the past**Purpose of the activity:** To talk about how you were when using used to and didn't use to.**Duration:** 20 minutes**Instruments:**

-WordWall: <https://wordwall.net/es/resource/3183537/used-to-didnt-use-to>

-Vocaroo: <https://vocaroo.com/>

**Description of the activity:**

**Warm-up:** The teacher projects a game in Wordwall about cards that contains different activities. The teacher assigns each student a card and they have to say orally a sentence indicating if they used to or didn't use to do that activity when they were younger.

**Main activity:** The teacher shares the link of the page Vocaroo. Learners have to record an audio mentioning from five to ten activities they used to or didn't use to do when they were younger.

**Post activity:** The teacher chooses some audios and plays them for the rest of the class. Then, she gives each student a rubric with feedback.

## Data Collection

The triangulation is the method used to examine the data collected from the field notes, observation, and questionnaire designed by the student-researchers. As stated by Honoreno (2017), triangulation allows the investigators to obtain a better understanding of the instruments' results by making sense of data and information. This method of combining different aspects of research from multiple places, theories, or methods can be implemented for any type of research. In addition to that, triangulation is also characterized by increasing the overall validity and credibility of the data sets and information used in research (p. 91). Based on this idea, it can be understood that this method helps investigators gathering formation from different perspectives, which leads to reducing bias and subjectivity in the research findings. To sum up, triangulation is the method developed to examine the information gathered by the researchers.

Table 1

What grammar teaching techniques are used at Academia Aprende.

<b>Field notes:</b>	<b>Questionnaire:</b>
Deductive approach is used to teach grammar.	Objects
Inductive approach is used to discover grammar structures.	Direct explaining
Using tables	Discovering the grammar
Asking concept questions	Using tables

*Note.* Results of the teaching techniques used in Level four at Academia Aprende.

Information taken from the class observation scale and teacher's questionnaire administered in August 2022.

Table 2

Grammar Teaching materials and resources

<b>Authentic materials:</b>	<b>Non-Authentic materials:</b>	<b>Internet resources:</b>
	Course book	YouTube
	Worksheets	ISL collective
		CANVA

*Note.* Results of the grammar teaching materials and resources used in Level Four at Academia Aprende. Information taken from the class observation and field notes administered in August 2022.



Table 3

## Challenges when Teaching and Learning Grammar

Field notes	Questionnaire
Students show lack of interest when watching videos.	Students show lack of grammar knowledge to express their ideas orally.
Students showed confused when the teacher asked a question about a specific topic.	Students demonstrate incorrect use of grammar structures.
Students demonstrate incorrect use of grammar structures to communicate.	Learners complain about the lack of resources used to learn grammar
	Students feel confuse when implementing the discovering grammar technique.

*Note.* Results of the challenges when teaching and learning grammar used in Level Four at Academia Aprende. Information taken from the questionnaire and field notes administered in August 2022.

Based on the checklist provided to know the participants' opinions regarding the implementation of the activities and strategies developed in the alternative methodological proposal, it is stated that most of the students did not like the writing technique storytelling. Instead, they prefer or enjoy using internet resources or activities about listening and

speaking that allow them to practice grammar in a more entertaining way. They marked that they like and feel comfortable recording audios. They expressed that those types of activities are useful to learn, practice, and improve grammar. In addition to this, learners expressed that the instructions and time allowed to work on the tasks were appropriate. On the other hand, some of them wrote that using the correct structure of the present perfect and listening to gerunds and infinitives from the songs was difficult for them.

### **Conclusion**

Chapter Three aims to explain the procedure developed to carry out this research project. It provides descriptions of the features that a qualitative research follows such as research method, type of approach, setting, participants, and data collection procedures. In addition, this chapter also includes descriptions of the instruments designed by the student-researchers.

## **Chapter Four**

### **Findings**

## **Introduction**

Chapter Four comprises data gathered related to the implementation of internet resources, materials, and techniques to enhance grammar teaching at Academia Aprende. The data was obtained through field notes, observations, and a questionnaire that were administered at Academia Aprende. Also, the data collected is triangulated in order to give reliable conclusions. All these aspects are part of the analysis of data of the current research. The focus of the analysis will be based on the implementation of internet resources to enhance grammar teaching at Academia Aprende.

## **Techniques Used to Teach Grammar**

Deductive and inductive instruction are two of the aspects analyzed in this research. In the field notes instrument, grammar is taught by using both deductive and inductive instruction. The teacher explained the grammar rules directly. She wrote on the board the structure for affirmative, negative, and interrogative form of the present perfect tense. Then, the students put into practice the rules by completing exercises in a worksheet. On the other hand, the teacher also used inductive instruction because she wrote some sentences on the board. Then, learners identified and analyzed the structure of the present perfect. Moreover, some techniques to teach grammar such as using tables and asking concept questions were observed. The teacher used tables as the main technique to explain students how gerunds and infinitives are used. Then, the learners completed a fill in the blanks exercise using the grammar learned. Asking concept questions was another technique due to the teacher wrote a sentence on the board; then she asked questions to check learners' understanding of the grammar structure being studied. Based on the questionnaire applied to the teacher, discovering grammar, using tables, and direct explaining are techniques that she

implements during grammar lessons. To sum up, based on the field notes and the questionnaire applied to the teacher grammar is taught using both the deductive and inductive instruction.

### **Materials and Technological Resources to Teach Grammar**

Two types of materials are used to teach grammar, authentic and non-authentic. Non-authentic materials such as worksheets and textbooks were implemented during the class. The observations carried out helped researchers to notice that the teacher uses a textbook as the main guide of the class. That textbook contains all the topics under study. Each topic presents grammar explanations, examples, and exercises. The students had an active participation when using the textbook due to they were able to complete all the exercises for each topic. The teacher gave each student a worksheet with a fill in the blanks exercise to review the use of the present perfect. On the other hand, the educator did not implement any type of authentic material like songs, phone messages, or magazines to teach grammar. According to the questionnaire completed by the teacher, textbooks, worksheets, and videos are the most common materials that she implements in her classes. Based on this data, non-authentic materials are the only type of material used for grammar instruction.

The implementation of technological resources to teach grammar is another aspect included in this data analysis. During the observations, the teacher used YouTube as a tool to reinforce grammar explanations given. Students watched videos which contained grammar explanations and examples about the topic of the class. Then, learners wrote their own examples and completed practices based on the structures explained on the video. The

educator also used ISL Collective as an internet resource to develop a grammar activity in which students had to complete grammar exercises orally. Moreover, the educator played a video about a teacher explaining the structure and some examples of the present perfect tense. Then, in pairs students used CANVA to write ideas, sentences, and examples creating a poster with the information that they obtained from the video. In the teacher's questionnaire, the teacher pointed out that the most common internet resources that she uses to reinforce grammar instruction are web pages like ISL Collective, YouTube, Padlet, and Quizziz because these tools are effective to facilitate learners' grammar learning process. Based on this analysis, some technological resources are implemented during the teaching of grammar.

### **Challenges Faced when Teaching and Learning Grammar**

When teaching and learning grammar some challenges can be faced. Teachers try to implement different techniques, activities, materials, and resources to teach grammar; however, some challenges might appear when implementing them. In this case during the observation, the educator presented to students videos about grammar explanations that were twenty-five minutes long. As the videos were played, some students were distracted doing something else instead of paying attention to the video. Another challenge is that learners seemed confused when the teacher asked them a question about a specific topic, mostly when the teacher asked concept questions to review the grammar rules explained before. Only one student was able to give an answer. Lack of grammar knowledge to express ideas orally is also a challenge stated in the questionnaire applied to the teacher. She stated that some learners feel uncomfortable when they have to speak in English because they do not know the structures that they have to follow to create a sentence.

The next challenge is that students demonstrated incorrect use of grammar structures when communicating orally. For example, the students had trouble using the past participle of verbs when saying a sentence. In the questionnaire, the educator also pointed that learners make incorrect use of grammar, especially when they have to use verbs in the correct verb tense. Another challenge mentioned by the teacher herself was the implementation of more internet resources to teach grammar. She used YouTube videos, online worksheets, and a web page; however, the videos used were really long and the worksheets were only about filling in the blanks exercises. Another challenge observed is that students felt confused when they have to discover the grammar rules of the topic being studied. On the other hand, the teacher marked that learners feel more interest when grammar structures are explained deductively. However, when she explained grammar structures she translated into Spanish for students to have a better understanding of the topic. As a preliminary conclusion, the implementation of materials and internet resources can influence positively or negatively the teaching and learning of grammar.

## **Conclusion**

Chapter four exposed the analysis of the information obtained and used to carry out the present action research. The data was gathered through the application of different instruments such as field notes, an observation scale, and a teacher's questionnaire. Aspects such as techniques, materials, resources, and challenges related to grammar instruction were the core of the present data analysis of this investigation. Thus, data analysis plays an important role in this study since it works as a guide to obtain a series of reflections that will help to reach positive and negative conclusions for the present phenomenon under study.

**Chapter Five**

**Reflections**



## **Introduction**

This chapter will focus on general reflections about this investigation and the alternative methodological proposal developed. Finding a phenomenon to investigate is somehow difficult when there are many problems to solve in the educational field. As English teachers, it can be easy to sympathize with issues that affect the teaching of the English language. The observations developed and questionnaires applied allowed the student- researchers to discover methodologies, techniques, resources, or strategies implemented when teaching grammar. This investigation has helped the student-researchers to understand the necessity to improve the teaching of the grammar sub-skill.

## **Reflections**

Many reflections can emerge when developing an investigation. When writing the literature review of this study, it was perceived that a few researchers have investigated this topic. It was difficult to find different authors that write about techniques and challenges related to the teaching of grammar. On the other hand, it might be necessary to design an instrument for learners to discover their opinions or feelings about grammar instruction in their English classes. The elaboration of that instrument could improve the development of the data analysis as well as to make more observations to know more about the teaching techniques, resources, and materials used to teach grammar. However, other instruments like field notes and questionnaires were used to gather the necessary information to write the data analysis. Finally, future investigations about this topic could discover if other teachers in the same academy struggle when implementing different techniques and strategies to teach grammar.

After gathering the data and following up with an alternative methodological proposal much reflection was necessary. It is necessary to improve some activities in the strategies developed with the students. For instance, the video used about gerunds and infinitives was difficult for students' level. Some students did not understand the songs, so they were not able to write examples. Authentic materials such as videos, songs, or real-life messages sometimes present native speakers of the language which makes the task difficult for students. Furthermore, the researchers feel that the use of different internet resources like Wordwall and Storydice was successful during the activities of the proposal. They gave the teacher an idea about other resources that she can implement in the future to support the teaching of grammar. The time allowed to work on writing activities is another reflection during the implementation of the proposal since some students did not complete the task on time. Finally, it is important to consider that not all the activities are developed as they are planned because teachers need to take into account students' level when designing activities and the time to work on them.

## **Chapter Six**

### **Conclusions**

## **Introduction**

This chapter encompasses the conclusions of this research paper. The conclusions will answer the three research questions presented in the first chapter of this investigation. These research questions are based on techniques, materials, technological resources, and challenges faced when teaching and learning grammar. These research questions were established to provide educators with internet resources that can function as tools to teach grammar in an interactive environment. It is important to mention that this investigation is developed to find a solution to a classroom phenomenon. In this case, the main concern of this study is how the teaching of grammar can be improved through the implementation of internet resources. Sometimes the grammar sub-skill is not considered as important as the other linguistic skills. It is difficult for language teachers to find strategies or activities to teach learners grammar in an interactive way. For that reason, an alternative methodological proposal is created to suggest activities using internet resources to enhance teaching strategies to achieve meaningful grammar learning.

### **What grammar teaching techniques are used to teach grammar in Academia**

#### **Aprende?**

Educators can use a variety of techniques to support the teaching of grammar. Techniques such as using pictures, asking concept questions, and telling stories are the most common techniques used when teaching grammar, as stated by different authors in this investigation. The most common grammar teaching techniques used by the teacher were the use of tables and direct explaining to explain grammar structures. These tables help students to recognize structures and examples visually which are easy to remember

them. However, the use of tables should not be considered the only type of technique to present students grammar rules. Both deductive and inductive instruction were used to explain grammar, the deductive one being the most common one. For some teachers, a grammar lesson is based only on explaining grammatical forms which does not give students the opportunity to discover the grammar rules by themselves. Thus, the implementation of both methods ensures the effectiveness of grammar instruction.

### **What materials and internet resources are implemented to support grammar teaching in Academia Aprende?**

Educators can take advantage of resources, materials, activities, websites, or games from the Internet to teach grammar. Those resources are helpful when teaching any topic in English. The lack of authentic materials to teach grammar is one phenomenon found. Classes are developed using worksheets and a book as the main materials for learners to practice grammar. The implementation of authentic materials is relevant for the effectiveness of grammar instruction. It is of utmost importance to adapt authentic materials that expose learners to real-life situations, but which are not usually intended for English classes. Another aspect analyzed is the use of internet resources. A few internet resources were used during grammar lessons such as videos, web pages, and other sites. These tools are effective to facilitate learners' grammar learning process. However, it is important to choose carefully the most appropriate and effective resources because they might result useless or boring for learners. The use of appropriate materials and internet resources can create an interesting environment for teachers and learners when studying grammar.

### **What are some challenges to teach grammar in Academia Aprende?**

Challenges can emerge during the process of teaching and learning grammar. During the development of this investigation, researchers found that in some activities developed by the English teacher, students struggled when using spoken or written English because grammar explanations and feedback were very limited. In one activity implemented students had to use the present perfect tense for an oral presentation in which they made grammar mistakes. Nevertheless, the educator did not provide feedback about those mistakes. This issue leads lack of grammar knowledge on students because if they do not comprehend grammar rules, they will not be able to socialize effectively using the language. Another conclusion found from this investigation is the lack of internet resources, techniques, and materials to support the teaching of grammar. The teacher's teaching methodology consisted of using a book to explain grammar rules, examples, playing videos about those structures, and asking students to complete exercises from the book or worksheets.

**Chapter Seven**  
**Recommendations**

## **Introduction**

For the last part of this investigation, the researchers will include recommendations which are based on the conclusions obtained. The purpose of these recommendations is to propose changes in a specific area, in this case the grammar sub-skill. The recommendations follow the three main points of this study which are techniques, materials, resources, and challenges when teaching and learning grammar. Also, these recommendations are directed to the English teacher that forms part of Academia Aprende as well as to students in order to enhance the teaching and learning of grammar. The goal of these recommendations is to suggest solutions to the phenomenon studied during this investigation. They also are presented an alternative methodological proposal that was created to implement different strategies, resources, and techniques with the purpose of improving the teaching of grammar.

## **Recommendations**

As a first recommendation, more techniques to explain grammar to students should be implemented. Even though, the use of tables is considered as an useful technique, the teacher should consider other techniques such as story telling, repetition drilling, and the use of objects that can facilitate the process of teaching and learning of grammar. At the same time, it enhances different learning styles turning the learning of grammar into a meaningful process. Some students learn by visualizing or touching objects while others prefer memorizing or creating stories. The implementation of different techniques to teach grammar allows students to study, analyze, and learn grammar in different ways.

Second, the inductive instruction should be more present during grammar instruction. Students should be able to infer grammar rules based on examples rather than



only being exposed to deductive instruction. This aspect is necessary for students to internalize and comprehend what they are learning. An advantage of inductive instruction is that it helps learners develop their capacity to discover and understand the language by themselves. Based on this idea, it is recommended to provide students the opportunity of being exposed to inductive instruction with enough time to draw conclusions on their own.

A third recommendation is the implementation of authentic materials like songs, videos, movies, magazines, etc for grammar instruction. The educator should not consider the textbook and worksheets as the only sources to put into practice grammar rules. They can take advantage of different authentic materials that are not designed to be used in class. Students should be exposed to materials that lead them to the use of language in real-life situations. Also, the teacher can think about students' likes to implement songs, series, or movies according to the learners' preferences. Authentic materials allow teachers to find interesting and relevant sources that they can adapt to English classes.

A fourth recommendation is the implementation of more internet resources during grammar lessons such as games, web pages, and other online resources that can support grammar instruction. The use of technology has a preponderant role in language teaching and learning. Sites like Wordwall, Vocaroo, Mystorydice.com, and Mentimeter, among others can be incorporated and adapted to grammar lessons. Thus, the educator should incorporate games or activities that engage and motivate them to use technology to practice grammar in a more interactive and innovative environment.

Fifth, when explaining any grammar topic, it is crucial to provide appropriate explanations in order to ensure learners' understanding of the grammar rules. For that

reason, the educator needs to find techniques and strategies not only to explain grammar rules, but also to practice those rules ensuring an effective understanding about the topic explained. The teacher can ask students questions, opinions, or ideas about the subject studied. At the same time, learners should receive effective feedback during or after performing any written or spoken activity. The teacher can correct students' mistakes directly or indirectly by providing them a sheet of paper with notes. Providing positive feedback is necessary for students to feel motivated and interested in learning. Giving feedback to students is essential because it makes learners aware of their weaknesses and strengths, and it also makes them look for ways to improve and become linguistically competent.

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## **Annexes**

## Annexes

**UNIVERSIDAD LATINA DE COSTA RICA**

**English Teaching Major**

**Course:** Seminario I

**Course Professor:** Roberto Arguedas Zuñiga

**Final Project:** The Implementation of Internet Resources to Enhance Grammar Teaching at Academia Aprende.

**Researchers:** Elena Fonseca Fonseca and Angie Vargas Cordero

**Objective:** This instrument's aim is to identify how grammar is taught during the English lesson at Academia Aprende.

**Note:** All the information will be used for academic purposes only.

**Level:** 4

**Date of administration:** 03/08/22



## Instrument 1. Field notes

Techniques used to teach grammar:	Students' reactions/challenges:
Materials/resources used to teach grammar:	Students' reactions/challenges:
Activities used to teach grammar:	Students' reactions/challenges:

**UNIVERSIDAD LATINA DE COSTA RICA****English Teaching Major****Course:** Seminario I**Course Professors:** Roberto Arguedas Zuñiga**Final Project:** The Implementation of Internet Resources to Enhance Grammar Teaching at Academia Aprende.**Researchers:** Elena Fonseca Fonseca and Angie Vargas Cordero**Objective:** What internet resources and materials are implemented to support grammar teaching in Academia Aprende.**Note:** All the information will be used for academic purposes only.**Level:** 4**Date of administration:** 10/08/22**Instrument # 2: Observation Scale****Part I. Materials and internet resources used to teach grammar.**

**Instructions:** Classify the materials and internet resources used by the teacher as authentic or non-authentic. Then, write comments about how they were used.

<b>MATERIALS AND INTERNET RESOURCES USED</b>	<b>AUTHENTIC</b>	<b>NON-AUTHENTIC</b>	<b>COMMENTS (HOW WAS IT USED?)</b>
Materials such as realia, greeting cards, E-books, diagrams, and			



podcasts.			
Materials such as worksheets, advertisements, newspaper, magazines, workbooks, etc.			
Materials such as CDs, songs, board games, PowerPoint presentations, etc.			
Webpages or apps like YouTube, Kahoot, Quizzes, Nearpod, etc.			
Other:			

**UNIVERSIDAD LATINA DE COSTA RICA**

**English Teaching Major**

**Course:** Seminario I

**Course Professor:** Roberto Arguedas Zuñiga

**Final Project:** The Implementation of Internet Resources to Enhance Grammar Teaching at Academia Aprende.

**Researchers:** Elena Fonseca Fonseca and Angie Vargas Cordero

**Objective:** To identify how learners are taught grammar in English classes

**Note:** All the information will be used for academic purposes only.

**Level:** 4

**Date of administration:** 10/08/22



### Instrument 3. Questionnaire for the teacher

**Part I. Instructions:** Use a check mark (  ) to select the techniques used during the lesson to teach grammar. Then, select with a check mark (  ) the adjective that best describe students' reactions towards them.

Techniques	✓	Reactions		
		Interested	Confused	Not Interested
Images or pictures				
Concept questions				
Objects	✓			

Story telling				
Repetition drilling				
Direct explaining				
Discovering the grammar				
Using tables				
Contrasting structures				
Drawing timelines				

Any other that you implement:

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## Part II. Materials and internet resources used to teach grammar.

**Instructions:** Classify the materials and internet resources used by the teacher as authentic or non-authentic. Then, write comments about how they were used.

<b>MATERIALS AND INTERNET RESOURCES USED</b>	<b>AUTHENTIC</b>	<b>NON-AUTHENTIC</b>	<b>COMMENTS (HOW WAS IT USED?)</b>
Materials such as realia, greeting cards, E-books, diagrams, and			

podcasts.			
Materials such as worksheets, advertisements, newspaper, magazines, workbooks, etc.			
Materials such as CDs, songs, board games, PowerPoint presentations, etc.			
Webpages or apps like YouTube, Kahoot, Quizzes, Nearpod, etc.			
Other			

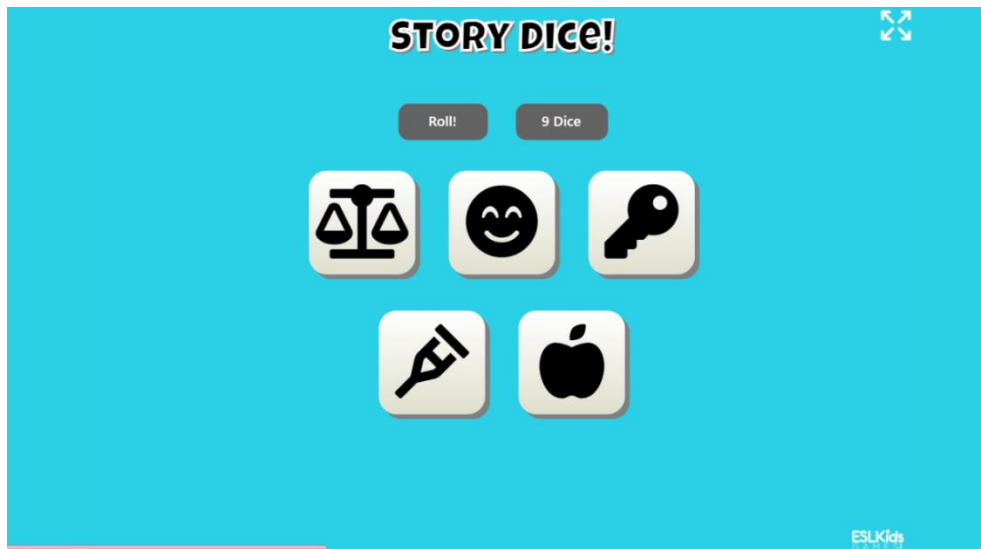
**Part III. Instructions:** Use a check mark (✓) to select the difficulties that students present when learning grammar. Then, provide comments on each of them.

Students _____.	✓	Comments
show lack of grammar knowledge to express their ideas orally		
show lack of interest when learning structures		
show lack of grammatical knowledge when writing		
demonstrate incorrect use of grammar structures		
feel uncomfortable, embarrassed, or frustrated because they feel that they have a low grammar level		
have negative attitude towards grammar instruction		
complain about the difficulty of the rules being studied		
do not like to be corrected when they make a mistake		
do not find attractive the way grammar is being taught		
complain about the lack of strategies used to learn grammar		
complain about the lack of resources used to learn grammar		

## Appendixes

### Online Tools

<https://www.eslkidsgames.com/esl-story-dice-online>



<https://padlet.com/angievargas0597/g3rrix77tw5m15p>



<https://www.youtube.com/watch?v=Fyr5WhdXoE8>



Grammar in songs-Gerund or Infinitive

<https://wordwall.net/es/resource/3183537/used-to-didnt-use-to>

The image is a screenshot of the Wordwall website. At the top left is the Wordwall logo and the tagline "Create better lessons quicker". The top navigation bar includes "Home", "Features", "Price Plans", "Log In", "Sign Up", and "English". The main content area features a game interface with a dark purple background. On the left, there are social media icons for Facebook, Twitter, and a code icon. The central game area shows a smartphone displaying a crossword puzzle and a box labeled "Play with building blocks". Below the game area are buttons for "Shuffle", "Undo", and "Deal", along with a volume icon and a full-screen icon. At the bottom of the game area, the text "USED TO/ DIDN'T USE TO" is displayed. On the right side, there is a sidebar titled "Switch template" and "INTERACTIVES" with options: "Random cards", "Random wheel", "Open the box", "Anagram", and "Show all". A "Share" button is located at the bottom right of the game area.

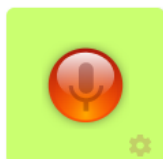
<https://vocaroo.com/>

Vocaroo



Vocaroo - El servicio líder en grabación de voz.

Subir 









Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Writing Rubric. 20 pts.

<h1>Criteria</h1>	 <b>Outstanding</b> 5pts	 <b>Very good</b> 4pts	 <b>Good</b> 3pts	 <b>Needs improvement</b> 2pts	<b>Unaccomplished</b> 1pt
<b>Coherence</b> Organization and topical development					
<b>Content</b> Development of ideas, clear introduction, body, and conclusion					
<b>Topic's management</b> Development of ideas					
<b>Mechanics</b> Use of appropriate grammar and standard English					

Obtained Points: \_\_\_\_\_ Percentage: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

**Speaking Rubric. 25 pts.**

	<b>Fluency</b>	<b>Pronunciation and accent</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Details</b>
<b>5</b>	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
<b>4</b>	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
<b>3</b>	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
<b>2</b>	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
<b>1</b>	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Obtained Points: \_\_\_\_\_ Percentage: \_\_\_\_\_ Grade: \_\_\_\_\_

[https://docs.google.com/forms/d/e/1FAIpQLSfTaJKSRWaLjIRRKcGtGCeLZbpfLnhZAddR2BcXiguAqixx\\_w/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfTaJKSRWaLjIRRKcGtGCeLZbpfLnhZAddR2BcXiguAqixx_w/viewform?usp=sf_link)

15/11/22, 19:44

Activity Development Students' check list

## Activity Development Students' check list

**Objective:** To know the students' opinions regarding the implementation of the activities developed in the alternative methodological proposal.

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\*Obligatorio

**Instructions:** Answer the following questions based on the activities developed by the student- researchers.

### First Strategy

**Purpose:** To write a story using the present perfect.

1. 1. Did you like Story dice to practice the use of the present perfect? \*

*Marca solo un óvalo.*

- Yes  
 No  
 Maybe

2. 2. Did you like the technique Story telling to write a paragraph using the present perfect? \*

*Marca solo un óvalo.*

- Yes  
 No  
 Maybe

## **Alternative Methodological Proposal Improved**

### **Justification of the Proposal**

The acquisition of a second language in Costa Rica has become a necessity for individuals as the years have passed by. It is a necessity to work, study, communicate, and others. As mentioned previously, there are different skills and sub-skills that need to be master in order to learn English. Grammar is one important sub-skill that needs to be enhanced to help learners to become competent in the target language. However, educators struggle to explain grammatical structures when teaching English. The lack of ideas, techniques, or resources to teach this sub-skill is a problem that they face during classes. For this reason, the purpose of this alternative methodological proposal is the enhancement of the learner's grammar sub-skill through grammar teaching techniques, authentic materials, and technological resources. In order to apply this proposal it is necessary the development of different strategies based on activities that serve as a guide for educators when teaching grammar. The application of these strategies will allow the researchers to discover if they can help to improve the teaching and learning of grammar. Finally, these strategies can function as a tool to gather the data needed to answer the research questions.

### **First Strategy**

**Level:** Four

**Unit:** 4

**Theme:** Have you ever gone paragliding?

**Mediation Strategy:** To analyze the teaching techniques used to teach grammar.

**Name of the activity:** Telling a Story

**Purpose of the activity:** To write a story using the present perfect.

**Duration:** 30 minutes

**Instruments:** Writing rubric and Web site, ESL Kids Games:

<https://www.eslkidsgames.com/esl-story-dice-online>

**Description of the activity:**

**Warm-up:** The teacher projects the online game called Story dice to play with the students. The teacher rolls the dice and the students have to say a sentence using the present perfect based on the picture that they get from the dice.

**Main activity:** The teacher divides the class in pairs. Then, each pair has to write about a fictitious story using the present perfect. They have to write about the places they have visited, food they have eaten, activities they have done, and all the information that students want to include. For this activity, students will use a cardboard to write their ideas. If they want, they can also make a drawing to represent their stories.

**Post activity:** Students present their stories for the rest of the class. Finally, the teacher gives feedback using the writing rubric.

**Second Strategy**

**Level:** Four

**Unit:** 2

**Theme:** I want to change my bad habits

**Mediation Strategy:** To analyze the implementation of authentic materials in activities.

**Name of the activity:** Is there a gerund or infinitive in your favorite songs?

**Purpose of the activity:** To listen and to identify gerunds and infinitives in songs.

**Duration:** 20 minutes

**Instruments:** GERUNDS | Gerunds Quiz

[https://www.youtube.com/watch?v=bP06I62E6\\_s&t=2s](https://www.youtube.com/watch?v=bP06I62E6_s&t=2s)

**Description of the activity:**

**Warm-up:** Students play Pictionary. The teacher tells each student what to draw using sentences containing gerunds and infinitives and the rest of the class have to guess if the verb is a gerund or infinitive.

**Main activity:** Learners take a gerund quiz from a YouTube video. While watching the video, they have to complete sentences using the correct form of the verb.

**Post activity:** The teacher and the students watch the video again to review the form of the verbs.

**Third Strategy:**

**Level:** Four

**Unit:** 3

**Theme:** Things used to be different.

**Mediation Strategy:** To analyze the implementation of internet resources to develop activities.

**Name of the activity:** Talking about the past

**Purpose of the activity:** To talk about how you were when using used to and didn't use to.

**Duration:** 20 minutes

**Instruments:**

-WordWall: <https://wordwall.net/es/resource/3183537/used-to-didnt-use-to>

-Vocaroo: <https://vocaroo.com/>

**Description of the activity:**

**Warm-up:** The teacher projects a game in Wordwall about cards that contains different activities. The teacher assigns each student a card and they have to say orally a sentence indicating if they used to or didn't use to do that activity when they were younger.

**Main activity:** The teacher shares the link of the page Vocaroo. Learners have to record an audio mentioning from five to ten activities they used to or didn't use to do when they were younger.

**Post activity:** The teacher chooses some audios and plays them for the rest of the class. Then, she gives each student a rubric with feedback.