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Enseñanza del Inglés

The Implementation of Communicative Grammar Activities to Improve Students'  
Communicative Abilities.

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April 2023

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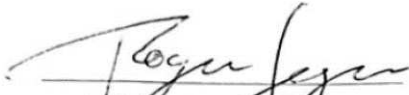
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### **Abstract**

This action research project aimed to improve the English communication skills of ninth-grade students at Liceo Jerusalem Aeropuerto through the implementation of controlled communicative grammar activities. Also, the project involved thirty students and was conducted over a period of four weeks, the project identified the need for improvement in communicative grammar skills and sought to address this by providing opportunities for students to practice constructing coherent and accurate sentences. Besides, it also included communicative activities to facilitate the acquisition of grammar knowledge. In addition, the study used a mixed-methods approach, including pre- and post-surveys, classroom observations, and student feedback, the results showed a significant improvement in the students' English communication skills, as evidenced by increased participation, improved academic performance, and positive feedback from the students. As conclusion, the implementation of controlled communicative grammar activities could effectively improve English communication skills in ninth-grade students from Liceo Jerusalem, the implications of these findings suggest that more frequent lessons during the week could enhance the teaching and learning experience, leading to improved academic performance and increased student success.

**Key words:** Communicative abilities, communicative grammar, ninth grade level, Lessons, Language abilities, Active learning strategies

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## **Chapter 1**

### **Introduction**

Acquiring a second language through methods such as the Grammar Translation Method, Inductive and Deductive Methods is of special importance in developing grammatical proficiency. This is a branch where both professors and learners have found convincing arguments to build concrete knowledge about the English language. In addition, for ESL learners, grammar is an essential tool for better understanding how the language works, as it enables them to focus on the structures and rules necessary to write and speak the language correctly. However, the implementation of communicative grammar activities has evolved over the years, with a decreasing emphasis on their use in ESL classes. This has resulted in a disconnect between understanding grammatical rules and applying them in the context of speaking skills, highlighting a problem to be solved due to the limited application of communicative grammar activities in the learning process.

For example, a learner who has been studying English since seventh grade should be able to speak the language proficiently by the time they reach the ninth level, if they have internalized and applied the correct methods and grammar activities; unfortunately, it is not a reality. Consequently, it opens the opportunity to point out this research on how the implementation of communicative grammar activities can improve the learners' communicative abilities, applying a plan of observation of how the grammar activities are being taught to accomplish the goal of reflecting that important part of the learning into the communicative abilities, where it will practice several suggestions and methodologies to cover up this research problem identified.

## **Rationale**

In Costa Rica, English language instruction is often taught using translation, but this approach has not resulted in significant improvement. As Ching and Cristina, 2019 stated it is necessary to improve the quality of the education system to adapt with the new educational strategies. Therefore, it is necessary to change this focus to improve the quality of English in graduate high school students.

The new educational plan aims for learners to achieve a C1 level by the time they complete high school. However, this goal may not be achievable as many students do not know how to effectively communicate with others using the second language. Garita, 2021 mentioned that “most students are located on the A2 grade of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment CEFR”. The main concern for this project is to evaluate the effectiveness of controlled communicative grammar activities using only the second language as the basis of the lesson. This will also prove that students can attain a higher language level by avoiding the use of translation.

## **Purpose**

We aim to demonstrate that the implementation of grammatical activities can have a direct effect on improving students' communicative grammatical activities. Additionally, we intend to diagnose the current grammatical skills on which students rely when they apply grammatical knowledge in communicative activities.

This involves observing the behavior of students' communicative skills and attempting to improve their oral interaction through the application of grammatical activities.

In addition, part of the project involves evaluating how our plan of application of communicative grammar activities can enhance learners' interaction with the language and improve their speaking abilities, where grammar serves as the foundation. This action research is expected to provide benefits to the success of communicative grammar activities throughout the learners' process of learning.

**General Objective.**

To enhance the student's communicative abilities by applying controlled communicative grammar activities in ninth graders at Liceo Jerusalem.

**Specific Objectives.**

1. To diagnose students' current communicative skills through the application of a pre-test.
2. To apply communicative grammar activities for improving learners' speaking interaction.
3. To evaluate the level of effectiveness of the action plan in improving the communicative abilities of the learners.

**Research questions**

To what extent can communicative grammar activities help students' speaking abilities?

What communicative grammar activities can benefit the student the most in improving their speaking abilities?



## **Chapter 2**

### **Literature Review**

Communicative activities can enhance the daily knowledge of English learners, particularly when it comes to reinforcing skills that require regular usage. As such, this action research aims to improve students' communicative grammar activities during the process of English learning. It involves observing the behavior of communicative grammar abilities and their application in speaking skills, where grammar serves as the foundation.

#### **General Aspects about Grammar**

During the educational process, there are crucial aspects to cover such as goals, assessments, and the proficiency of the class. These elements should be integrated into the teacher's plan, which involves a deep path to follow in developing activities that enhance teaching. This highlights the importance of dynamic activities. According to Muhassin (2016), "English teachers can make the language learning effective by implementing communicative activities" (p.485); - professors have the responsibility of prioritizing communicative activities, not only for fulfilling the effectiveness but also to impulse the use of the English language. In other words, communicative activities emphasize knowledge by applying the four skills into practice, putting context, and leaving the learners to interact with the previous input acquired. As a result of the implementation of the four skills, it leads the research to talk about communicative grammar activities but to give an example, "grammar is defined as a generalization in linguistics features, which forms a system of the language" (Kapatsinski, 2014). It states that grammar is one of the bases to learn the structure of a language, and its creation of it. In this

sense, “the teaching of grammar should be fun to provide learners with better performance” (Nassaj 2011). In reference to this, grammar goes beyond structures, rules, and vocabulary. In most cases, it is the first step for someone learning English as a second language. Therefore, the way learners interact with grammar must be engaging and attractive to encourage them to participate in communicative activities and practice the knowledge they have previously acquired.

### **Communicative Activities**

Talking about the communicative activities, grammar is usually set as a boring topic for learners, “the teaching of grammar was considered undesirable. Teachers were encouraged to believe that grammar instruction was old-fashioned, uninteresting, and best avoided.” (Nassaj 2011), its concept was maintained during the time, but new research has shown the relevance of the grammar. According to Nassaj (2011) ESL “many researchers now believe that grammar teaching should not be ignored in second language classrooms” (p.7) In this sense, grammar has the same worth as any other linguistic ability. Despite that, professors must be conscious about the activities they will apply. According to Fithriani (2018), “they must be able to apply and adapt them in such a way that they can work best for accommodating their learners’ diversities, but also creating an enjoyable class with interactive and meaningful activities at the same time” supplying the initiative of communicative grammar activities into classes. In addition, “aims to make communicative competence the goal of language teaching through activities that involve real communication and carry out meaningful tasks” (Liu & Shi, 2007). Rahmah Fithriani supports the study of Liu & Shi, bounding the relevance of the

use of deductive and inductive methods in the real context. Furthermore, with respect to grammar, many teachers try to avoid using the Traditional Method, recognizing that grammar alone may not be enough to keep learners engaged and motivated. That is where communicative grammar activities come in. These activities are key to promoting interaction and integrated use of the English language among learners, making the learning experience more proactive and exciting.

### **Types of communicative grammar activities.**

Instructors can teach any skill using different methodologies, according to Fiththriani (2018) “English teachers in foreign language context still teach grammar deductively; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples” (p.172), being an old technique that works but suggesting finding another new method to apply. It senses Al-Mekhlafi and Nagaratnam (2011) “state that learners have generally looked upon grammar instruction as the moments of discomfort and sometimes even terror”. Unfortunately, grammar has often been seen as a skill that learners prefer to avoid rather than engage with fully. On the other hand, there are several activities that can initiate a change in perspectives about language learning, an idea supported by Fiththriani (2018), “through games, students also have the opportunity to use language in a non-stressful way focusing on both the message and the language.” Because children learn through play, learners of any age have the same opportunity to internalize and apply language in the context of the communicative grammar games that the teacher has planned.

The use of different activities may improve students' skills as stated by Yakubov (2022) "role-play activities develop students' speaking skills rather than the other activities. This type of interactive activity is more appealing to the learners because they find it funny to play someone else's role" (p.1005), highlights the role plays as an activity to implement due to their effectiveness in the language, she emphasized it for speaking activities, although speaking and grammar are not together as skill, in most cases, grammar is complemented with speaking tasks, working hand by hand, due to that it determinates role play's as another type of communicative grammar activity to use. In agreement with Harwati, et al. (2019), "therefore, online language game brings the meaning of a competitive platform which includes linguistic elements in a game" (p.43), Virtual technology has made several platforms popular, making it easier to find communicative grammar activities. The internet can serve as a resource for teachers to design such activities for their learners in class.

### **Use of communicative grammar activities**

Communicative grammar activities can help the class to develop and enhance language use, particularly for learners. While books can serve as useful tools for teachers, their effectiveness depends on the goals that need to be achieved by the end of the class, "textbooks are full of collaborative activities, which are unrelated to the context of the lesson" Alamri (2018). Despite that, the context must be the relevant aspect to consider, it is where the learners are going to behave in the learning acquired, crucial for teachers to provide enough grammar which helps learners to face the different circumstances that will come. According to Richards and Schmidt (2014), - "communicative language learning is also

significant for the learners to participate in the real world in an effective way.” In this sense, it is the opening of use the of language in the real world, complementing the knowledge acquisition during the classes.

Based on grammar, communicative grammar activities will be a combination of theory and practice, activities will not be bored for students, the interactivity will be effective to involve the learners into the goals, searching to fulfill an appropriate use of grammar on student’s sentences, ways of expression and a wide vocabulary to use.

### **Communicative Abilities.**

Communicative abilities are essential for understanding and comprehending a language. They encompass aspects that cannot be measured by simply teaching grammar, such as verbal communication, non-verbal communication, visual skills, and even written skills that differ from language to language. Therefore, it is extremely important to teach these topics, which are often overlooked. Widdowson (1978) and Ella (2020) considered that “we do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; but also, how to use sentences appropriately to achieve communicative purposes” (p.2). He emphasizes the importance of concepts that are not implied in the language itself, but also tries to use physical objects to use in interact with other people while we use the target language. This means that the correct use of a second language, is to understand that speaking or writing must follow proper language in each situation. For example, formal and informal communication use, as we understand that the language that is mostly used with friends is not the same that can be used to refer to a stranger or our boss.

The acquisition of language does not mean that we can learned by repeating the same structures and activities always. Language acquisition involves the development of various language skills, such as listening, speaking, reading, and writing, as well as the ability to use language in different contexts and for different purposes. Therefore, language learning should involve a variety of activities and approaches to promote a more comprehensive understanding and use of the language. According to Widdowson and Ella (2020) giving English instruction for six or more years does not guarantee learners' ability to communicate as the idea of that 'once competence is acquired, performance will compensate' is not acceptable. This concept is applicable to our educational system where students learn the basics of grammar and speaking rules. However, they often lack confidence in producing the second language with their classmates or native speakers, which creates gaps in the desired acquisition of a second language. To fully acquire a second language, students must also adapt to multicultural behaviors that are not necessarily implied in language communication. The main purpose is to develop the ability to recognize distinct cultural perspectives and differences.

***Common Behaviors that May Impact Learners' Communicative Abilities.***

The innate ability of a student to comprehend, learn, and use a second language can describe their overall listening and speaking performance. However, this ability can be affected by how the language is taught by their teachers. For example, if teachers make grammar mistakes, students may adopt those errors in their speech, which can lead to lower English proficiency. Dissaya (2014) argued

that “learners will acquire and develop better listening skills when getting older” (p. 143). However, if the student is surrounded by non-native speakers or people who face similar difficulties, it could become harder to acquire these skills.

Murcia et. al (2014) categorized that language is constantly changing over time and the language that we learned could have differences across regions and cultures. This means that when we want to communicate with others in a different language, we need to learn and use new vocabulary and expressions that are appropriate and understandable. For example, if we want to talk about a new type of job that did not exist before, we need to use new words and phrases that accurately describe that position. Similarly, second language learners must study and become familiar with new terminology to effectively develop their language skills.

### **Teachers’ Role in Communicative Language Abilities.**

Currently, there are various approaches that can be used to teach English communicative abilities and improve language immersion in students. One such approach is Communicative Language Teaching (CLT), which focuses on developing communicative skills through learner interaction, rather than just linguistic competence. However, it is important to note that ESL classes should not be limited to just one approach. Littlewood (2011) and mentioned by Murcia et. al (2014) remarked that “CLT is more appropriate in ESL curricular contexts where English is spoken more widely in the local community, than in English as a foreign language” (p.16). It is crucial to establish environments where students are encouraged to use English as a means of communication among their peers. This will enhance their communication skills and enable them to self-correct their



mistakes in the community. Additionally, teachers can utilize this opportunity to introduce new topics for interactive discussions, which could further attract the students' interest and promote English language usage.

When we refer to language learning, we often focus on the spoken or written forms of communication, but it is important to remember that language can be taught and learned through various mediums and methods. Трачук, (2020) emphasized that there are two types of language learning: implicit and explicit learning (p.148). Implicit learning tries to create and reproduce authentic materials that develop a deeper understanding of language while at the same time it creates an engaging environment because students may feel that classes are not annoying or repetitive. Ling, (2015) declared that explicit learning is a form of learning a grammar concept in a language by memory and grammar analysis, which is a conscious process as well as is fully controlled by the teacher. This suggests that relying solely on the teacher's abilities may limit the potential for improvement beyond what they can provide, as it puts them at the center of the classroom and makes them responsible for giving and correcting students' mistakes. This approach may not facilitate daily communication and interaction among students. Instead, a combination of two concepts that incorporate both interaction and error correction may create a positive language learning environment where students and teachers share the responsibility and actively participate in the learning process.

### **Summary**

As education and culture continue to evolve, language learning must also adapt to students' standards. To achieve this, it is crucial for teachers to receive

training on improved techniques to enhance the ESL goals for their students. It is also important for teachers to emphasize to their students the importance of internalizing the language and developing a habit of practicing it every day. Because humans tend to forget vital details, and if students do not use this language frequently, it can be difficult for them to remember and correct common mistakes. Engaging activities not only capture learners' attention but also improve their cognitive abilities, which is beneficial for their development. This research project outlines a path for applying communicative activities for high school learners. The main objective is to make these activities enjoyable while also incorporating the use of implicit and explicit language learning. Additionally, the project aims to teach students the importance of adopting ESL for their daily routines and how doing so can enhance their overall development.

### **Chapter 3**

#### **Design and Method**

##### **Research Method**

The main goal of this project is to develop communicative strategies and investigate our educational system using the action research method to improve students' communication abilities. The aim is to create opportunities for students to use English as a second language in their daily lives without feeling uncomfortable while also allowing teachers to instruct them on self-correction of errors. The notion of action research Sara & Ruth (2013) argues that "it is usually defined as an inquiry conducted by educators in their own settings in order to advance their practice and improve their students learning" (p. 2). The objective here is to

encourage our students to feel comfortable using another language with their classmates, while also instructing them to recognize and correct their own errors.

We can also describe action research as a qualitative method that involves collecting data and information from participants who are part of the research study. The transactional nature of an action research approach assumes a dialog between the investigator and other participants in the inquiry. The methods used to collect action research data are thus oriented towards narrative, observation, and introspection (Anne & Pamela, 2017). In this scenario, students will be the participants who will be used to collect data and determine if the described research can impact students' learning behaviors.

### **Type of approach**

***Constructivist paradigm.*** Education, as is well known, has been created due to human intelligence, using the concept of constructive, where the experiences take place as the interaction within the real words. According to, Mills, J, et al. (2006):

Constructivist grounded theory has its foundations in relativism and an appreciation of the multiple truths and realities of subjectivism. Undertaking a constructivist inquiry requires the adoption of a position of mutuality between researcher and participant in the research process, which necessitates a rethinking of the grounded theorist's traditional role of objective observer.

Position the constructivist as the appreciation of truths and realities, realities that this project will observe into a sample of students searching to diagnose a problem

and adapting knowledge to cover the issue, highlighting the learner's necessities to work with.

**Qualitative approach.** Present work uses the base of qualitative approach to observe students and identify possible areas of improvement, as well as using interviews to obtain data collection that best describe students' grammar behaviors, "qualitative research is used when an event or process is difficult to study using a quantitative approach. It represents the opportunity for in-depth probing and diagnostic exploration" Noordin, et al. (2016). According to this essential information, student necessities can be evaluated to elaborate future research using communicative skills to create new strategies or adapt previous knowledge with updated teaching methods.

**Experimental design.** The opportunity of adapting materials to search solutions for issues motivates this action research, "the essence of experimental design and perhaps the most important reason researchers choose to design and conduct experiments is the precision with which one can analyze the relationship between and among variables" Bell, S. (2009). In a sense, conducting activities into a specific group of learners represents for the researchers the implementation, observation, and analysis of what the sample have been learning within a determinate area of evaluation. In addition, "experimental design is the process of carrying out research in an objective and controlled fashion so that precision is maximized, and specific conclusions can be drawn" Bell, S. (2009), experimental design allow the researchers to take the control of the sample to fulfill the different objectives planned for the investigation's conclusion.

This study is based on a qualitative approach to observe students and identify areas for improvement, as well as using interviews to gather data that best describes the grammar behaviors of the students. Qualitative research is used when an event or process is difficult to study using a quantitative approach. It represents the opportunity for in-depth probing and diagnostic exploration (Noordin, Siti & Masrek, Mohamad, 2016 p.3). By acquiring this essential information, we can evaluate students' needs and develop new research that utilizes communicative skills to create innovative strategies or adapt existing ones with updated teaching methods.

### **The context**

#### **Setting.**

The present project took place at Liceo Jerusalem Perez Zeledón, San José Costa Rica. Established in 2005 and remodeled in 2012 to give education to students who live near of Rosario De Pacuar, Alto Los Núñez, Pavones and Lomas de Cocorí. Due to the location of these neighborhoods, students had economic difficulties and they needed to displace long distances to receive high school education.

#### **Participants.**

The participants involved in this research were selected from the ninth-grade level group, and six of them participated in the interviews.

### **Data Collection Procedures and Tools of Initial Research**

#### **Procedures of initial research**

This project will implement interviews to assess the current speaking level of the students. The interviews will be conducted with a percentage of the learners,

which will help to identify issues. The conversation will consist of five questions that learners should answer based on their assigned level of learning.

### **Instruments**

The interviews that will be conducted as part of this project will be assessed using a rubric. This rubric will help to evaluate the students' proficiency in five areas: fluency, pronunciation, vocabulary, coherence, and grammar structure. Each criterion will be graded on a number scale based on the learner's performance, with a higher number achievable if the learner meets the corresponding description for each number.

### **Diagnostic Data Analysis**

The data collected in this project will be presented through graphics and charts. These visual aids will illustrate and interpret the data obtained throughout the project.

### **Action Plan**

**Table 1**

*Action Plan Summary*

<b>Activity</b>	<b>Description</b>	<b>Duration</b>
Identify the Pronouns	In the whiteboard, learners will identify the "verb to be" for each subject, such as "she is" or "they are," among others. Afterwards, pupils will write a sentence using the verb to be.	10 min
Adverbs of Frequency	The professors will provide a brief explanation of adverbs of frequency. Then, using the adverbs of frequency, learners will complete four sentences	15 min

according to the frequency mentioned by the professors.

- 1- I \_\_\_\_\_ brush my teeth before going to bed.
- 2- They \_\_\_\_\_ go to the gym after work.
- 3- He \_\_\_\_\_ watches TV at night.
- 4- \_\_\_\_\_, I want to go the high school.

Let us  
make a  
review!

Learners will complete the blank spaces of a text using the adverbs of frequency from the chart, based on to the regularity percentage of John's routine.

15 min

Hardly ever	Never	Always	Rarely
Sometimes	Usually	Often	

Read the next text and complete it using frequency adverbs:

John always wakes up at 7 am and have a cup of coffee. \_\_\_\_\_ (100%), He check his emails and then go for a run in the park. John \_\_\_\_\_ (90%) meets his friends for lunch at noon. \_\_\_\_\_ (50%), they go to a restaurant, but other times they pack a picnic. \_\_\_\_\_ (25%), he must work late, but when



	<p>he does, John _____ (10%) has time for dinner. He _____ (0%) forgets to call his parents once a week to catch up. Daily, He try to learn something new, like a new word in a foreign language. Monthly, He set new goals and plan my budget for the upcoming weeks.</p>	
<p>Present Continuou s</p>	<p>The professors will explain the Present Continuous tense. After the explanation, learners will convert a sentence in the Present Simple tense into a sentence in the Present Continuous tense.</p> <ol style="list-style-type: none"> <li>1. I eat breakfast every morning. _____</li> <li>2. She reads a book every evening. _____</li> <li>3. They play soccer every weekend. _____</li> </ol>	<p>15 min</p>
<p>What are they doing?</p>	<p>Pupils will be shown an image, and then they will formulate a sentence using the jumbled words provided in the chart:  Example:</p>	<p>15 min</p>

Image: [Picture of a man playing chess while walking]

Sentence: He is playing chess while walking.

Chart:

Chess/ They/ walking/ He/ playing/ a photo

Animals/ feeding/ Maria and Juan/ buying/ are/ is

She/ is taking/ Marcelo/ flying/ his kite/ eating/ ice cream/ in picnic.

1- \_\_\_\_\_ .

2- \_\_\_\_\_ .

3- \_\_\_\_\_ .

4- \_\_\_\_\_ .

Think to the future!	Students will be shown some sentences about the Future tense. The teachers will then explain how to use the tense. Afterwards, pupils will complete a matching exercise about the Future tense.	15 min
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Column A

- a. I \_\_\_\_\_ (go) to the gym tomorrow.
- b. She \_\_\_\_\_ (study) for her exams next week.
- c. They \_\_\_\_\_ (travel) to Europe in the summer.
- d. We \_\_\_\_\_ (have) a party next weekend.
- e. He \_\_\_\_\_ (start) his new job next month.

## Column B

- a. They will travel to Europe in the summer.
- b. I will go to the gym tomorrow.
- c. She will study for her exams next week.
- d. He will start his new job next month.
- e. We will have a party next weekend.

Negative	The professors will explain how to use the Future	15 min
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Future (will not)	<p>tense in negative form. Learners will then complete sentences using the Future tense in negative form to practice the topic.</p>	
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1. Complete the next sentences using future tense in negative form.

- a) I \_\_\_\_\_ go to the concert tomorrow.
- b) She \_\_\_\_\_ finish her work by 5 pm.
- c) They \_\_\_\_\_ arrive at the airport on time.

## Chapter 4 Findings

### Data Analysis

This project was developed using interviews as the main source of data collection, with a rubric being used as the primary evaluation tool throughout the project. The rubric determined the level of knowledge demonstrated in each questionnaire and helped to consolidate the different results obtained during the investigation. The main aspects of the project were focused on grammar structures, fluency, coherence, pronunciation, and vocabulary. The results of the project will be presented in two separate sections based on their application.

### Pre-Test

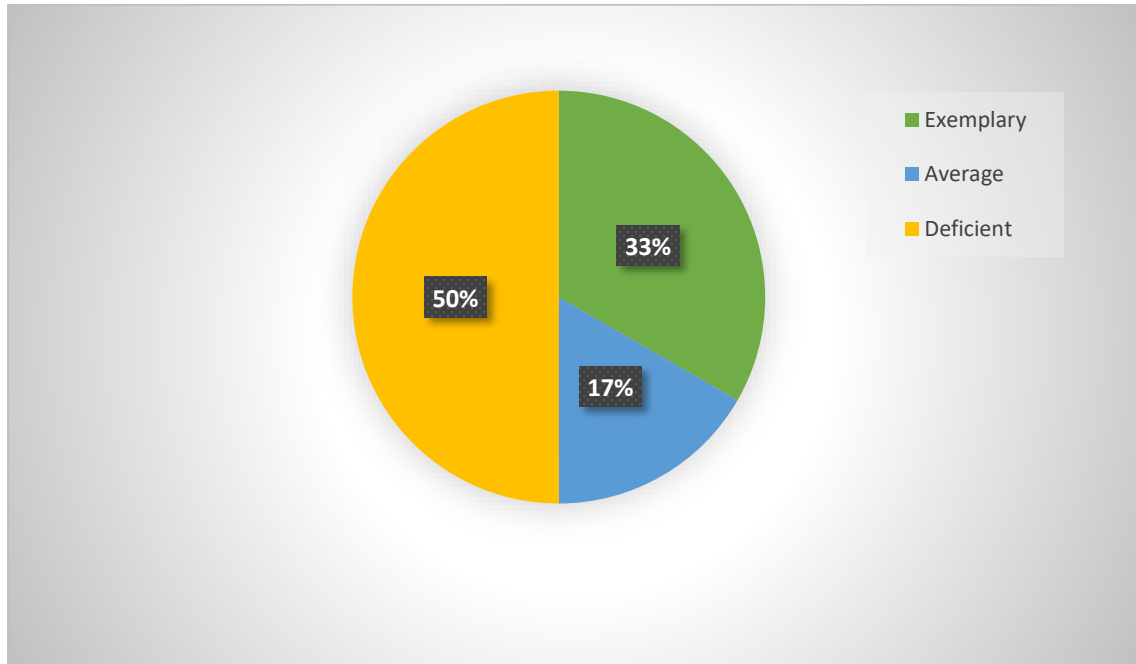
We used a method that involved analyzing the prior knowledge of our sample group. This was done by administering a questionnaire consisting of seven questions that asked respondents to provide answers based on their daily realities and according to their level of English proficiency. The results of the questionnaire showed a lack of grammatical accuracy among the respondents, as many of them struggled to provide answers using proper grammar structures. Out of a sample of six members, only two were able to answer at least three questions using basic grammar structures. This information is presented in the following graphic:

**Table 2**

*Pre – test Results*

<b>Criteria</b>	<b>Sample Members</b>	<b>Percentage</b>
Exemplary	2	33%
Average	1	17%
Deficient	3	50%
Total	6	100%

*Note. Elaborated by investigators.*

**Figure 1***Pre-Test Questionnaire Results in Percentage*

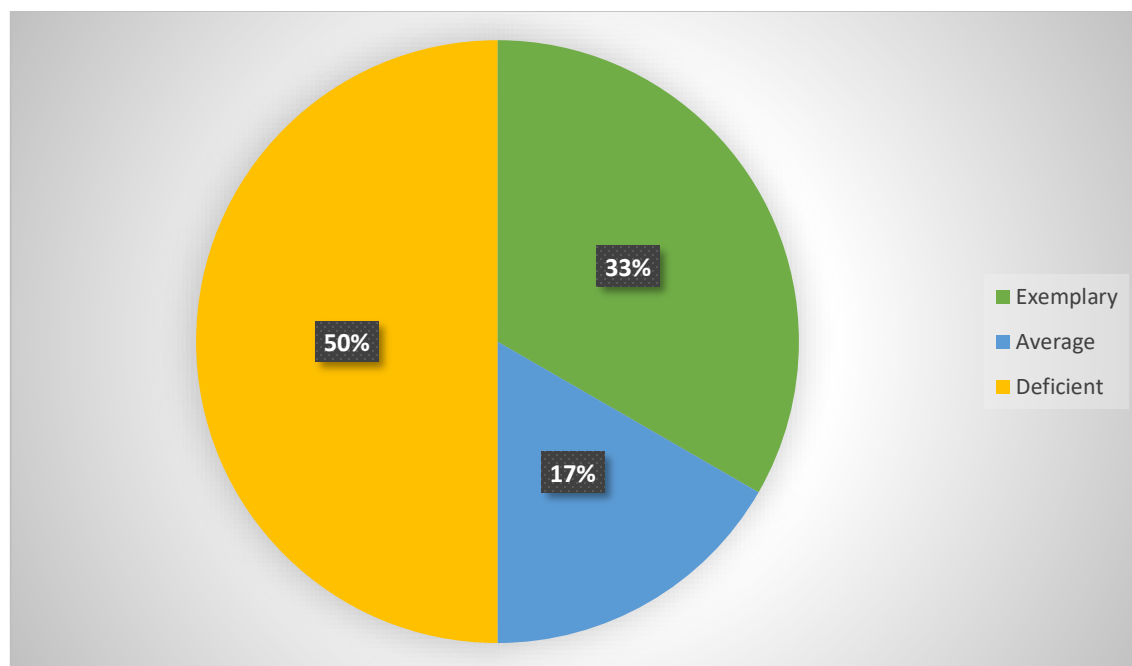
*Note. Data obtained from the application of a pre-test to the students under study.*

Less than half of the sample group were able to answer all the questions as requested, highlighting difficulties in formulating comprehensible sentences due to a deficiency in their understanding of sentence structure. Despite this, most students were able to comprehend the questions, which allowed us to observe and assess their fluency levels. As a result, two students were able to speak without using many pauses, while three of them spoke with pauses as they constructed sentences. One participant had significant difficulty expressing themselves or completing sentences.

**Table 3***Pre – Test Fluency Results*

<b>Criteria</b>	<b>Sample Members</b>	<b>Percentage</b>
Exemplary	2	33%
Average	1	17%
Deficient	3	50%
Total	6	100%

*Note. Elaborated by investigators.*

**Figure 2***Fluency Results After Pre-Test in Percentage*

*Note. Data shown by the fluency rubric applied to the sample group.*

Furthermore, those students who were able to answer at least three questions demonstrated an unconscious ability to apply correct grammar structures. An interesting observation during the application process was the minimal use of pronouns by the students in referring to themselves or others in their sentences. This led to inconsistencies in their responses, and in a sample of six members, three of them were unable to express their ideas correctly, missing

crucial elements such as pronouns and other necessary components of a sentence. In contrast, the remaining three participants spoke with a comprehensive use of the English language according to their respective proficiency levels.

**Table 4**

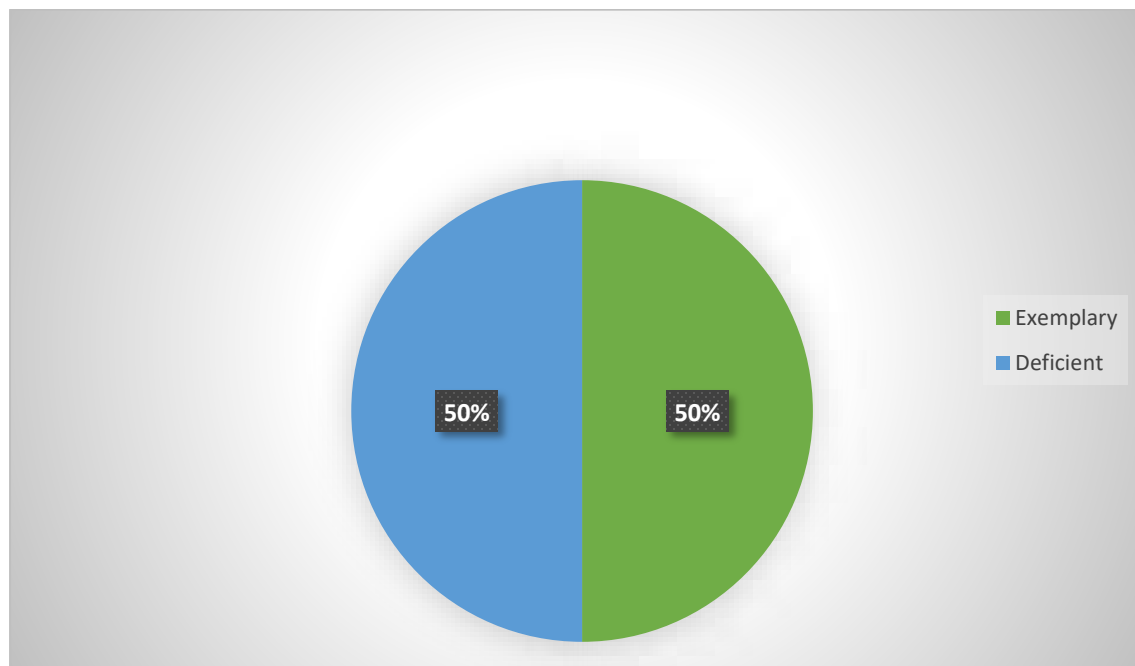
*Pre – Test Coherence Results*

<b>Criteria</b>	<b>Sample Members</b>	<b>Percentage</b>
Exemplary	3	50%
Average	0	0%
Deficient	3	50%
Total	6	100%

*Note. Elaborated by investigators.*

**Figure 3**

*Coherence Results After Pre-Test in Percentage*



*Note: Statistics provided by the coherence rubric applied to the sample group.*

During the interviews, the participants' pronunciation was observed, which served as an indicator of their learning level based on their knowledge at the ninth-grade level. Adequate pronunciation was noted among most participants, which

was a positive sign of their progress. However, one participant faced some difficulty in pronouncing certain words, which is a common issue at this level of learning. Four members of the sample received an average grade for their pronunciation skills, and one of the group develop the skill with an appropriate level, the following chart illustrates the distribution of the scores.:

**Table 5**

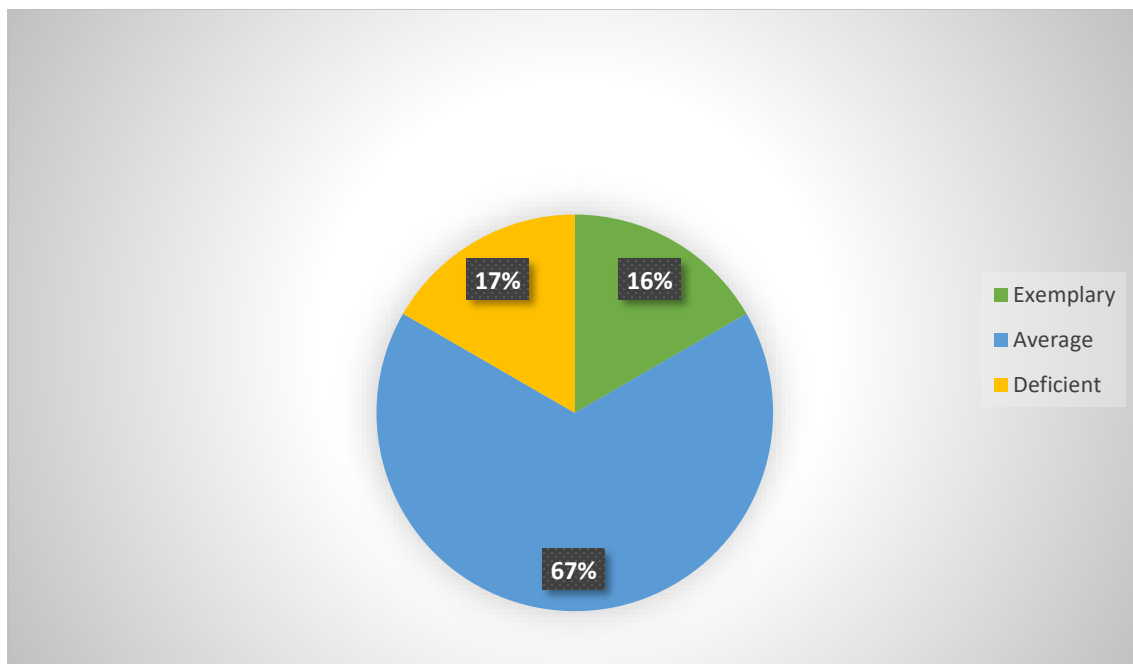
*Pre – Test Pronunciation Results*

Criteria	Sample Members	Percentage
Exemplary	1	16%
Average	4	67%
Deficient	1	17%
Total	6	100%

*Note. Elaborated by investigators.*

**Figure 4**

*Pronunciation Results After Pre-Test in Percentage*



*Note. Facts provided by the Pronunciation rubric to the trial group.*



Regarding the vocabulary used by each participant, it was understandable and appropriate for their level of learning. The vocabulary was concrete, and the participants showed a good understanding of how to use it. However, some of them struggled with using the vocabulary to form complete sentences or express their ideas. This was particularly challenging when they needed to introduce additional information or provide more detail. Out of the active participants, only two showed a low level of vocabulary proficiency, with one participant being unable to use the vocabulary correctly.

**Table 6**

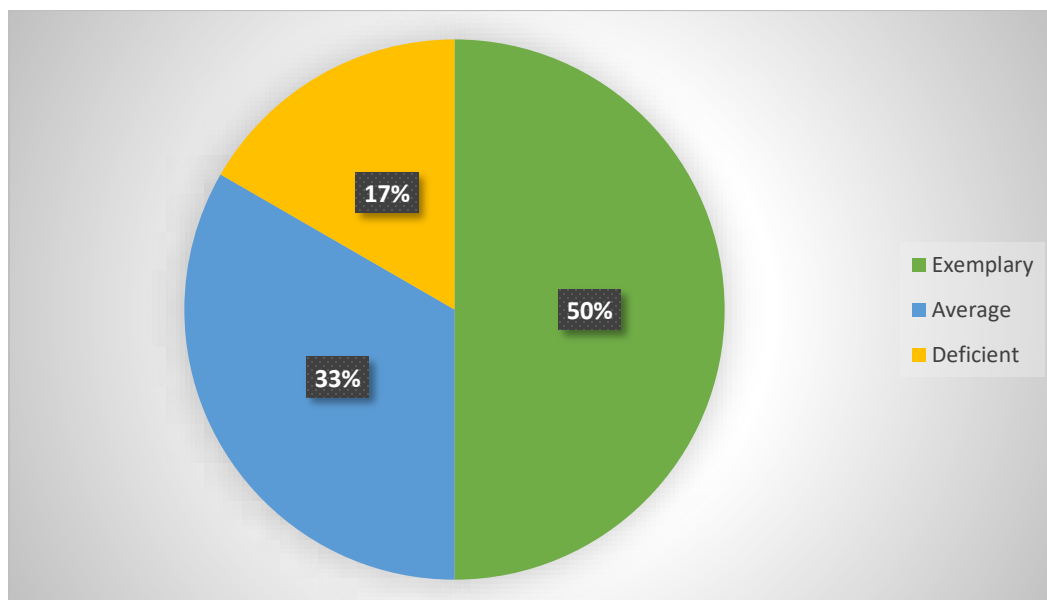
*Pre – Test Vocabulary Results*

<b>Criteria</b>	<b>Sample Members</b>	<b>Percentage</b>
Exemplary	3	50%
Average	2	33%
Deficient	1	17%
Total	6	100%

*Note. Elaborated by investigators.*

**Figure 5**

*Vocabulary Results After Pre-Test in Percentage*



*Note. Facts provided by the vocabulary rubric to the trial group.*

Referring to grammar structures, most of the sample presented a significant lack of ability to communicate effectively. Only one of the six members demonstrated a good grasp of these structures, while four of the sample performed poorly in this area, and two of them demonstrate an average level. Therefore, this small group showed some grammatical problems in conveying their message properly, which established a need for improvement to achieve appropriate communicative abilities, especially in terms of grammar. During the interviews, mistakes such as incoherent sentence formulation were noticed, as shown in the following pie chart:

**Table 7**

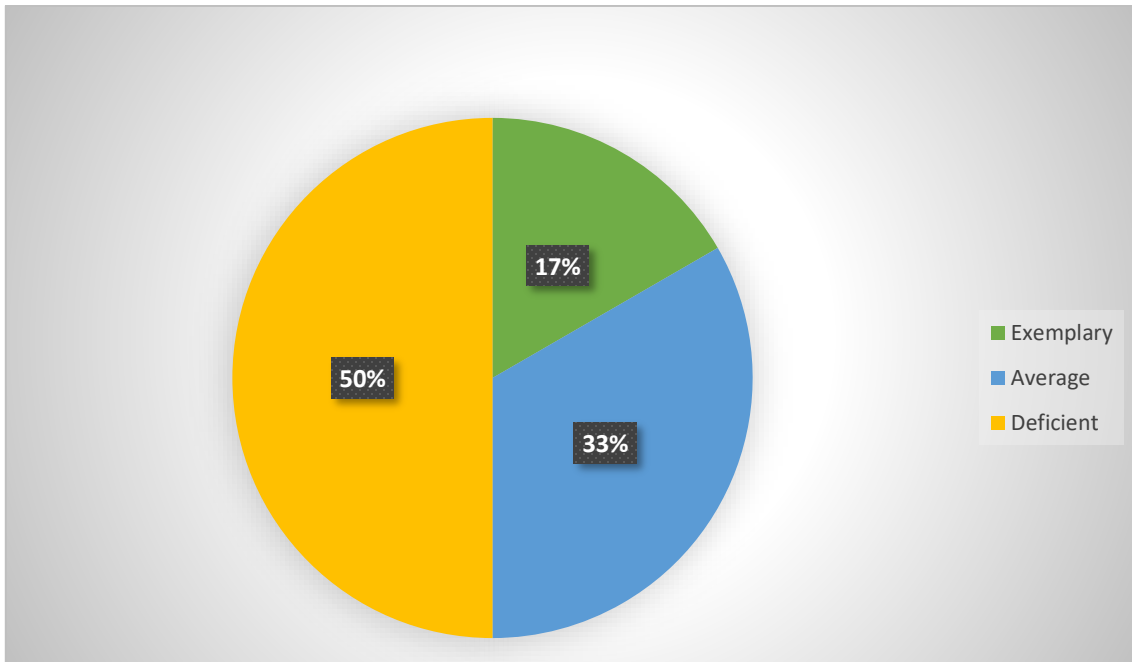
*Pre – Test Grammar Structure Results*

<b>Criteria</b>	<b>Sample Members</b>	<b>Percentage</b>
Exemplary	1	17%
Average	2	33%
Deficient	4	50%
Total	6	100%

*Note. Elaborated by investigators.*

**Figure 6**

*Grammar Structure Results After Pre-Test in Percentage*



*Note. Results obtained by the Grammar structure rubric applied to the sample.*

Pointing grammar as the topic of improvement, according to the different interviews done, the knowledge of formulation of sentences was the main complication for the sample group selected, it targets an area to improvement for the participants.

### **Post-Test**

The data was obtained after the application of the questionnaire to evaluate the effectiveness of the interviews during the research. The main goal is to measure the students' educational development and determine if there is an improvement in their performance. The questionnaire consisted of seven questions to ask the students about their daily routines using their own understanding of the language. According to the results from a sample of six student members, it shows that three students were able to comprehend and answer all the questions using

correct English grammar structure. However, two of them required the questions to be repeated to comprehend them. One of the students interviewed had difficulty expressing their ideas and could not complete the answer using the correct structure, but they tried to ask the question using some basic English vocabulary.

**Table 8**

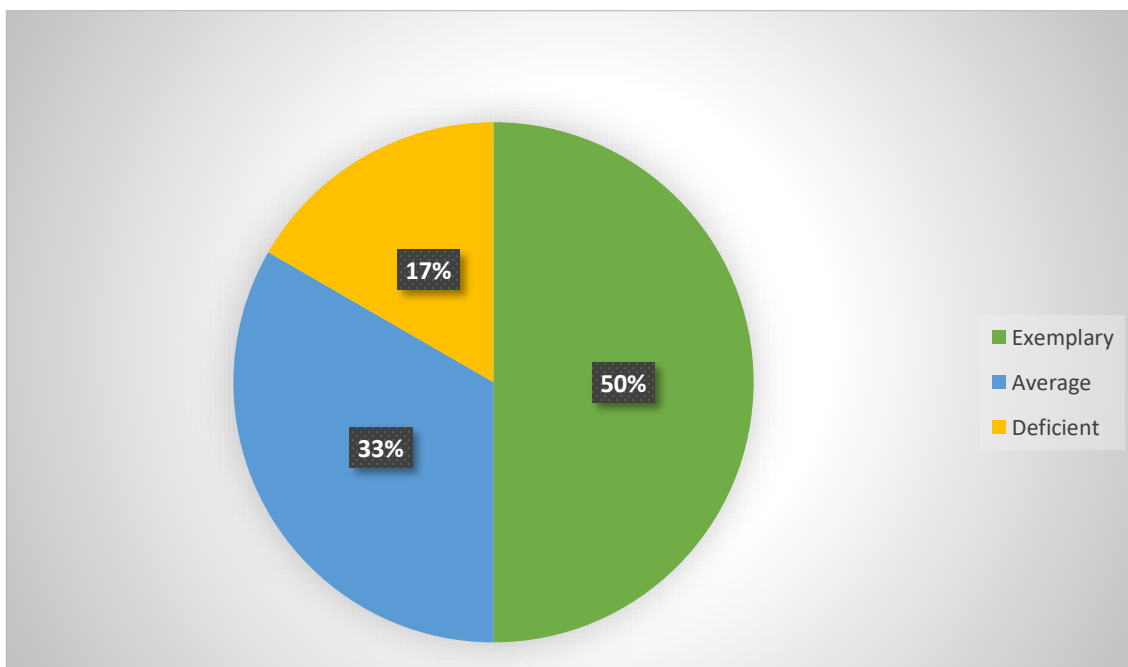
*Post – Test Questionnaire Results*

<b>Criteria</b>	<b>Sample Members</b>	<b>Percentage</b>
Exemplary	3	50%
Average	2	33%
Deficient	1	17%
Total	6	100%

*Note. Elaborated by investigators.*

**Figure 7**

*Post-Test Questionnaire Results in Percentage*



*Note: Data obtained by the application of the post-test questionnaire to the sample group.*

The fluency rubric shows that one student was able to speak without using a lot of pauses, while four of them spoke with pauses to construct sentences. One participant showed clear deficiencies in expressing or completing sentences.

**Table 9**

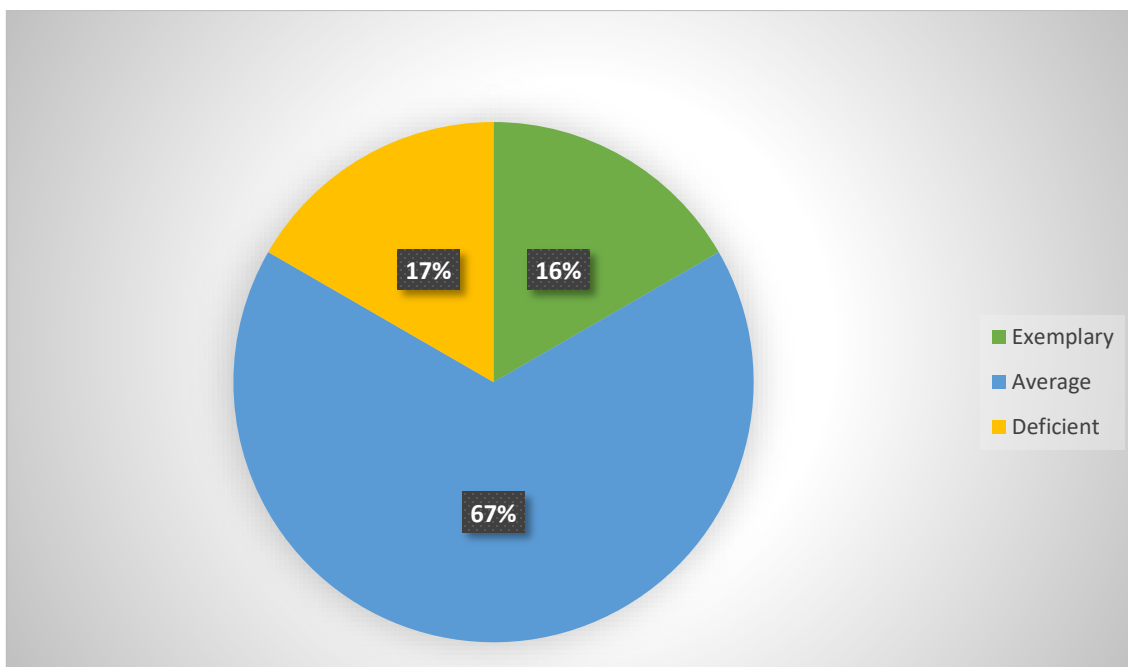
*Post – Test Fluency Results*

<b>Criteria</b>	<b>Sample Members</b>	<b>Percentage</b>
Exemplary	1	50%
Average	4	33%
Deficient	1	17%
Total	6	100%

*Note. Elaborated by investigators.*

**Figure 8**

*Fluency Results After Post-Test in Percentage*



*Note. Data obtained by the fluency rubric applied to the sample group.*

Regarding the main topic of improvement, which is grammar, the interviews conducted revealed that the formulation of sentences was the main area of

difficulty for the selected sample group. This provides a clear target for improvement for the participants.

**Table 10**

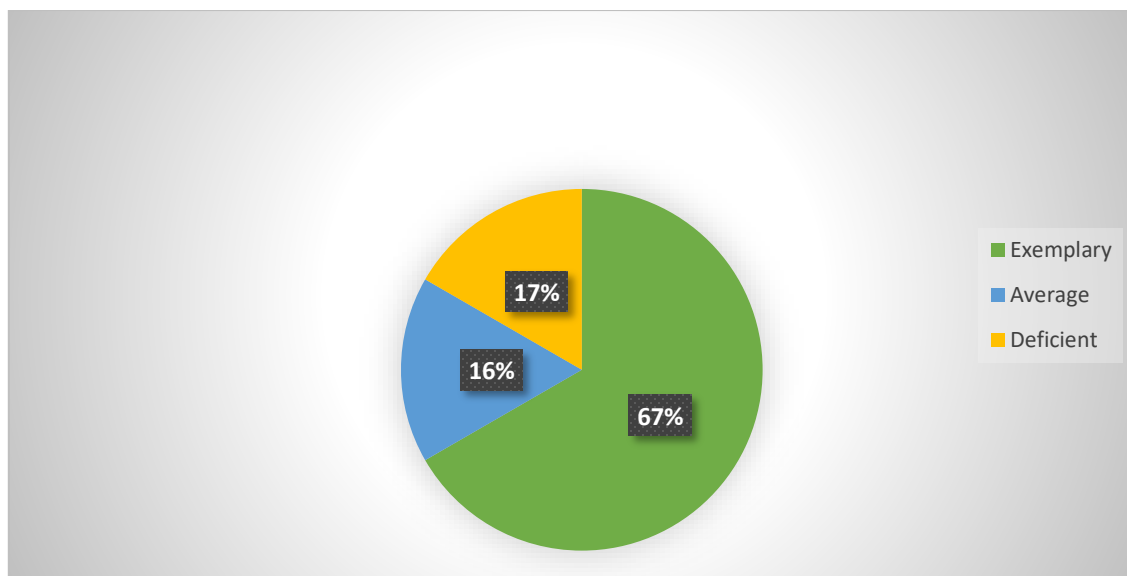
*Post – Test Grammar Structures Results*

<b>Criteria</b>	<b>Sample Members</b>	<b>Percentage</b>
Exemplary	4	67%
Average	1	16%
Deficient	1	17%
Total	6	100%

*Note. Elaborated by investigators.*

**Figure 9**

*Grammar structure rubric after post- test*



*Note. Results obtained by the application of a post- test to the sample group.*

The Grammar Structure category reflects four participants used adequate grammar expression for their level, while one of them showed some grammatical problems in conveying their message. However, one participant had a major structural problem in formulating their ideas.

The Pronunciation category shows that six participants speak the vocabulary adequately and try to correct themselves when they feel they have made a mistake.

**Table 11**

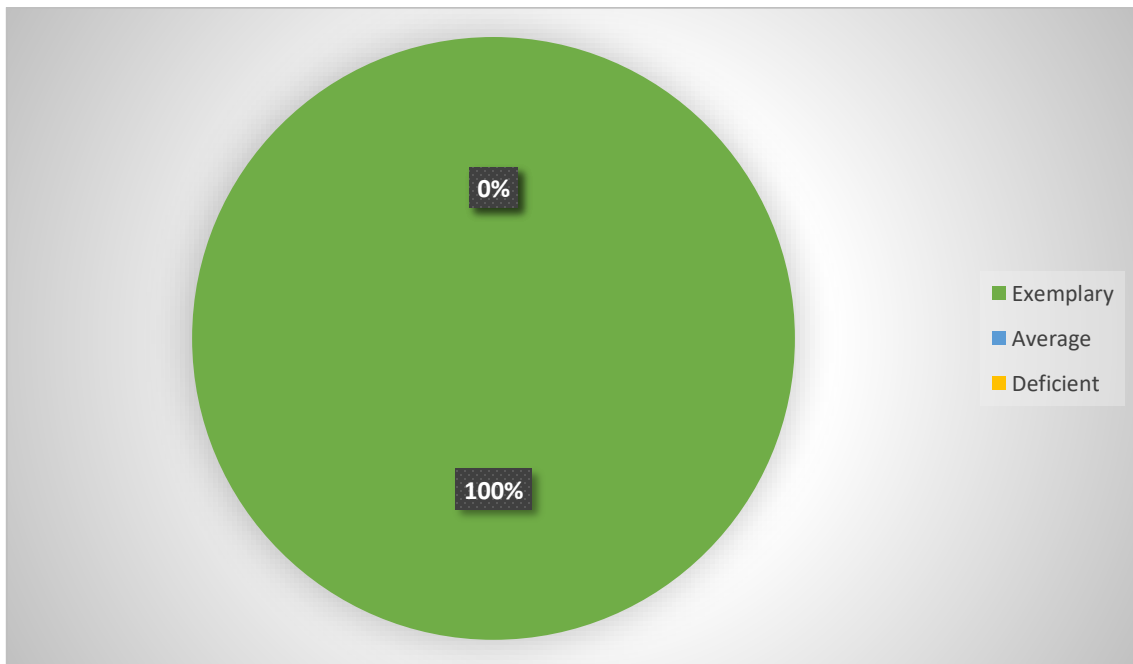
*Pronunciation Post – Test Results*

<b>Criteria</b>	<b>Sample Members</b>	<b>Percentage</b>
Exemplary	6	100%
Average	0	0%
Deficient	0	0%
Total	6	100%

*Note. Elaborated by investigators.*

**Figure 10**

*Pronunciation After Post-Text in Percentage*



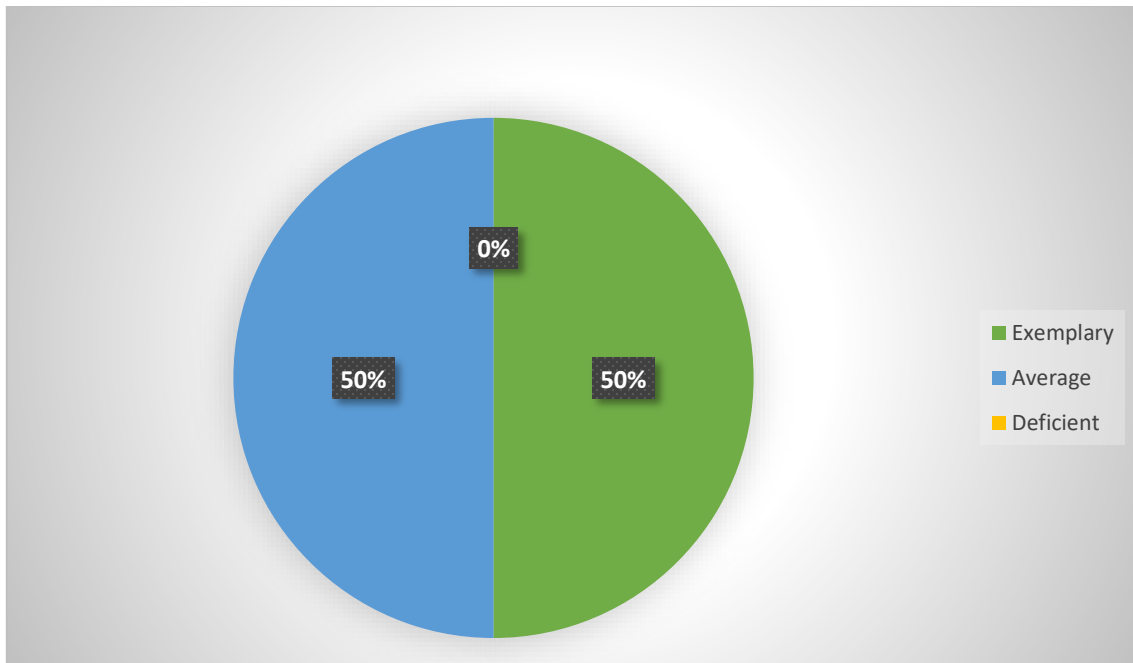
*Note. Statistics provided by the pronunciation rubric apply to the trial group.*

The coherence rubric indicates that three students speak with comprehensive use of the English language according to their level, while three of them speak with standard level of communicative abilities.

**Table 12***Coherence Post – Test Results*

<b>Criteria</b>	<b>Sample Members</b>	<b>Percentage</b>
Exemplary	3	50%
Average	0	0%
Deficient	3	50%
Total	6	100%

*Note. Elaborated by investigators.*

**Figure 11***Coherence After Post-Text in Percentage*

*Note. Percentage obtained by the results of the coherence rubric applied.*

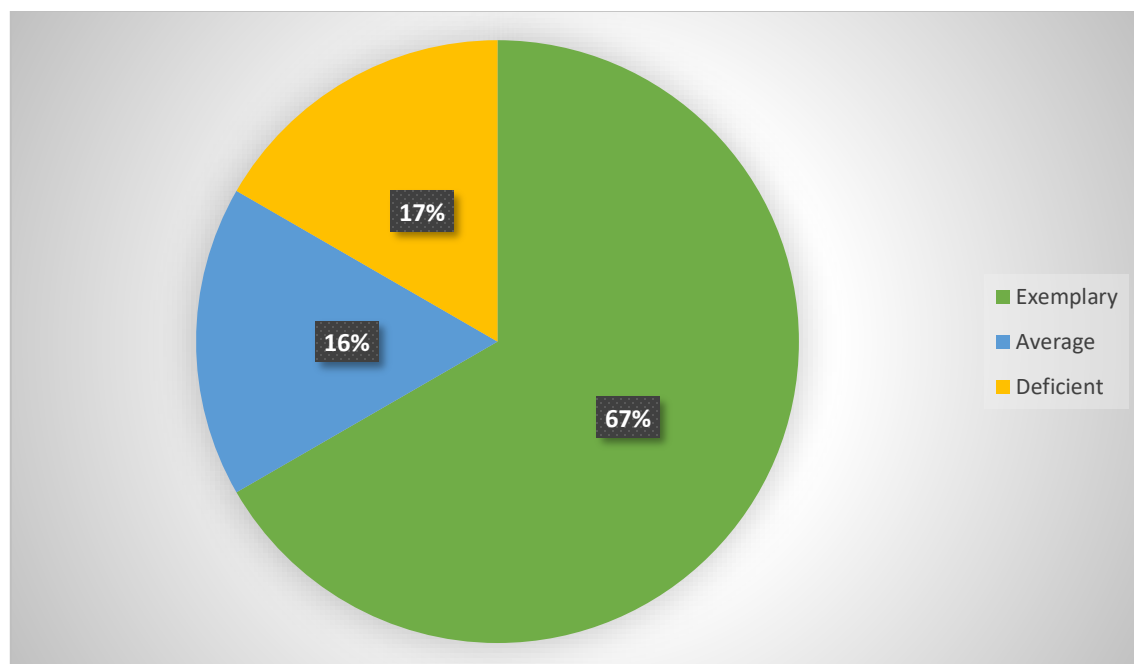
The vocabulary rubric evidences that four participants used adequate vocabulary according to their level, while one of them showed some gaps to introduce vocabulary into their ideas. However, one participant had a major vocabulary problem in formulating their ideas.



**Table 13***Vocabulary Post – Test Results*

<b>Criteria</b>	<b>Sample Members</b>	<b>Percentage</b>
Exemplary	4	67%
Average	1	16%
Deficient	1	17%
Total	6	100%

*Note. Elaborated by investigators.*

**Figure 12***Vocabulary After Post-Text in Percentage*

*Note. Data collected by the vocabulary rubric assed for the sample members.*

**General Analysis of the results**

The results clearly indicate an improvement between the pre-knowledge questionnaire and the post-test. It is noteworthy that students have good pronunciation skills and have developed self-correction abilities that help them understand their own mistakes and improve in deficient areas. However, students still face a major challenge when it comes to speaking fluently. While they

understand what is being asked of them, they often need to pause to remember how to formulate a sentence.

Students' coherence showed that they can speak using comprehensive communication, but half of them had to reinforce this aspect to comply with their level standards. This is also reflected in the grammar structure rubric, where a high percentage of students know and understand the vocabulary but need to reinforce this aspect to improve their fluency and avoid overthinking while using comprehensive English language. Finally, the Vocabulary results demonstrated that most of the students have a strong vocabulary base and can understand it but have difficulty remembering the appropriate words to express their ideas.

## **Chapter 5**

### **Reflections**

To conduct our action research on the implementation of communicative grammar activities to improve students' communicative abilities, we started by asking ourselves the question: What communicative grammar activities can benefit the student the most in improving their speaking abilities? And what communicative grammar activities can benefit the student the most in improving their speaking abilities? Throughout the research process, we used a variety of data collection methods, including student surveys and classroom observations, to gather information on how students can improve their English communicative abilities. One of the challenges we encountered was the need to balance the research with the actual topics being covered in the classroom to avoid teaching topics that were not aligned with the teacher's lesson plans. We found that creating activities focused on developing speaking and reading skills can reinforce areas of opportunity identified in the previous assessments, resulting in demonstrated improvements compared to their previous knowledge.

Overall, we believe that the action research project was a valuable learning experience for us. Not only did it help us improve our teaching practice, but it also helped to develop research skills and understand the importance of data-driven decision-making.

## **Chapter 6**

### **Conclusions**

The outcomes of this research project demonstrate that incorporating more grammar activities could improve students' abilities to develop their areas of opportunity and emphasize their strengths. It also highlights the importance of explicit grammar and vocabulary instruction in improving students' grammatical structures and speaking skills, as measured by pre and post-assessment scores. Additionally, students who received both grammar and vocabulary instruction demonstrated an improvement in their language skills. The implications of these findings are significant for language teachers seeking to improve their instructional practices and for schools looking to enhance student performance in language acquisition. Effective grammar and vocabulary instruction may lead to improved student confidence and communication skills, supporting academic success across all subject areas.

Reflecting on the research process, we encountered challenges such as maintaining student engagement and adapting teacher strategies to meet the needs of diverse learners. However, we addressed these challenges through ongoing reflection and the use of differentiated instruction. Nevertheless, some students were absent from some classes, making it difficult for them to adapt to the topics reviewed in the previous section. As they only received three lessons per week, distributed on one day, based on these findings, we recommend changing the lesson distribution by implementing at least two separate days to improve learners' language acquisition. This could also benefit teachers in reviewing and helping students who were absent in a previous lesson and address any time lag

that might occur when students need reinforcement for previous lessons. Despite these challenges, the findings of this study suggest that there are several effective strategies for addressing these issues. For example, incorporating interactive activities might help increase student engagement, while using diagnostic assessments and personalized instruction could help identify and address individual student needs.

Based on the findings, we recommend that language teachers incorporate explicit grammar and vocabulary instruction into their lesson planning and use a variety of instructional approaches to meet the needs of all students. Future research could explore the impact of ongoing grammar and vocabulary instruction on long-term language learning outcomes. Additionally, future studies could investigate the effectiveness of incorporating technology resources or other instructional approaches to enhance the effectiveness of explicit grammar and vocabulary instruction. Furthermore, more research could investigate the effectiveness of these strategies across different student populations.

## **Chapter 7**

### **Recommendations**

Reflecting on the objectives and results obtained in this project, there are crucial aspects to target to enhance learners' proficiency in the language. It is important for learners to continue learning the language until they feel that it is a part of their life. For example, simply repeating phrases without paying attention to their meaning or the distinct parts of the sentence is not enough. Students must believe in themselves and observe the advantages of acquiring another language, such as English. Proper use of grammar will help them to provide efficient communication in various daily circumstances.

Therefore, engaging students with grammar abilities will enhance their learning process, and teachers play a crucial role in catching their attention during classes. Teachers should not only cover the topics for each week but also invite learners to appreciate the different skills that English has to offer, without neglecting grammar as one of the four main skills to learn. When students create sentences on their own, the result can fulfill their critical thinking and provide feedback that they can analyze when they speak or write in English.

In addition, as a high school, exposing learners to spaces where they can put their knowledge into practice will facilitate successful internalization of each subject. This need not necessarily be in the form of a competition, but rather it can show aspects to reinforce or weaknesses that professors can work to cover up. This is a suggestion for the high school to enhance the learners' learning process. Additionally, opening conversational lessons where students can engage with the objectives established in this project will be a great opportunity to expand each

student's learning process, increasing their motivation and inspiration for their professional life.

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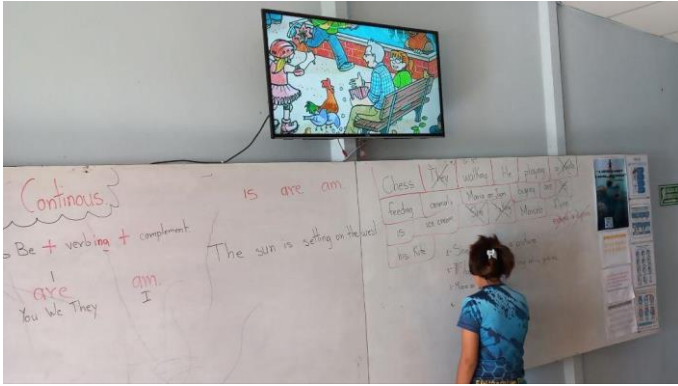


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# Appendixes

## Evidences



# Activities Material

1. Please read the next text and complete it using frequency adverbs:

John always wakes up at 7 am and have a cup of coffee. Always (100%), He check his emails and then go for a run in the park. John often (90%) meets his friends for lunch at noon. Sometimes (50%), they go to a restaurant, but other times they pack a picnic. Rarely (25%), he must work late, but when he does, John Hardly Never (10%) has time for dinner. He Never (0%) forgets to call his parents once a week to catch up. Daily, He try to learn something new, like a new word in a foreign language. Monthly, He set new goals and plan my budget for the upcoming weeks.

Hardly ever	Never	Always	Rarely
Sometimes	Usually	Often	

1. Please read the next text and complete it using frequency adverbs:

John always wakes up at 7 am and have a cup of coffee. Always (100%), He check his emails and then go for a run in the park. John often (90%) meets his friends for lunch at noon. Sometimes (50%), they go to a restaurant, but other times they pack a picnic. Rarely (25%), he must work late, but when he does, John Hardly Never (10%) has time for dinner. He Never (0%) forgets to call his parents once a week to catch up. Daily, He try to learn something new, like a new word in a foreign language. Monthly, He set new goals and plan my budget for the upcoming weeks.

Hardly ever	Never	Always	Rarely
Sometimes	Usually	Often	

100% Always  
90% often  
50% sometimes  
25% Rarely  
10% Hardly Never  
0% Never

1. She reads a book every evening.

She is reading a book every evening

2. They play soccer every weekend.

He They playing soccer every weekend

3. He listens to music on the train.

He listening to music on the train

4. We study English at school.

We are studying English at school

5. The cat sleeps on the couch all day.

The cat sleeping on the couch all day

6. The sun sets in the west.

The sun setting in the west

7. The students take a test every week.

The students taking a test every week

8. He watches TV every night.

He is watching TV every night

## PRESENT CONTINUOUS TENSE

I	+	am not	+	working	« 1st form of verb + '-ing' »
He		is not	+	working	
She	+	isn't	+	working	« 1st form of verb + '-ing' »
It					
You		are not	+	working	
We	+	aren't	+	working	« 1st form of verb + '-ing' »
You					
They					

Example: He is working in the garden.

Present continuous tense is used to describe actions that are happening at the moment of speaking or actions that are in progress around the time of speaking. It is formed using the auxiliary verb "to be" followed by the present participle of the main verb (-ing form).

Here are More examples:

1. I am writing an email right now.
2. She is studying for her exams at the moment.
3. They are watching a movie together.
4. He is cooking dinner for us tonight.
5. We are listening to music and dancing.
6. The children are playing in the park.
7. The teacher is explaining the lesson to the students.
8. The workers are building a new house on the street.
9. The dog is barking loudly outside.
10. The birds are singing in the trees.

Rewrite the following sentences in the present continuous tense:

I eat breakfast every morning.



## Interview Questionnaire and Rubric for Pre and Post Test

### Post Test Questionnaire

1. What do you like to do in your free time?
2. Can you describe your city?
3. Tell me about your last vacation.
4. What kind of music do you like to listen?
5. What is your favorite movie or series? Why?
6. Where do you frequently go in your city?
7. What do you like to do with your friends?

### Post- Test Rubric

Category	Exemplary 3	Average 2	Deficient 1	Points
<b>Fluency</b>	Student speaks without using a bound of pauses.	Student speaks with a little limitation on his/her use of expressions and pauses.	Student evidences clear limitation on his/her expressions.	
<b>Vocabulary</b>	Pupil implements understanding vocabulary to express ideas and opinions	Pupil demonstrates some lacks into his/her use of vocabulary to express ideas and opinions.	Pupil provides inaccurate use of vocabulary to express ideas and opinions.	
<b>Grammar Structures</b>	Learner shows an adequate use of expressions for her/his current level.	Learner shows some grammatical problems to provide a message.	Learner shows a major structural problem to communicate his/her ideas.	
<b>Pronunciation</b>	Learner speaks with an adequate effort of communication for his/her level	Learner shows frequent errors on his/her communication.	Learner speaks with unclear communication	
<b>Coherence</b>	Pupils speaks with a comprehensive use of English language	Pupil speaks with some unclear use of communicative ability.	Pupil speaks with a considerable deficient use of English.	
			<b>Total Points</b>	
<b>(3) Exemplary</b>		<b>(2) Average</b>		<b>(1) Deficient</b>
(0-2) errors during the interview		(3-5 errors) during the interview		(6 or more) errors during the interview