

**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE WORK

**THE APPLICATION OF CONTEXTUALIZED SYNTACTIC SNAPSHOTS TO
REINFORCE INTENSIVE INTERMEDIATE ENGLISH II STUDENTS' GRAMMAR
COMPETENCE FOR THE ELABORATION OF SENTENCES IN THE WRITTEN
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ABSTRACT

The researchers carried out the investigation “The Application of Contextualized Syntactic Snapshots to Reinforce Intensive Intermediate English II Students’ Grammar Competence for the Elaboration of Sentences in the Written Test at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2020.” to identify the strategies that will enhance the students’ grammar competence when creating sentences in the building up section. The investigators conducted a diagnosis to students of Intensive Intermediate English II, and it showed deficiencies to create sentences when solving the building up section. Besides, this is a problem that has been present and affecting students for a very long time.

Also, researchers demonstrated if the implementation of virtual classes developing the parts of speech can help students of Intensive Intermediate English II of the Western Multidisciplinary Campus of the University of El Salvador semester II, 2020 to enrich their grammar competence when writing sentences in the written test based on the gathered data. Later, these results were tabulated and presented in graphs and tables in order to facilitate the analysis and interpretation of results. In this study, the implementation of different research tools such as questionnaires, observation checklists helped the researchers gather outstanding information; likewise, the use of innovative ways to teach how to solve patterns in English resulted in an important contribution to anyone interested in reinforcing students’ grammar competence in face- to- face and online endeavors.

INTRODUCTION

This document compiles relevant information about the undergraduate work “The Application of Contextualized Syntactic Snapshots to Reinforce Intensive Intermediate English II Student’s Grammar competence for the Elaboration of Sentences in the written test at the Western Multidisciplinary Campus of the University of El Salvador, Semester I,2020”. The main purpose of this research project is to reinforce Intensive Intermediate English II students' grammar competence for the elaboration of sentences in the building up section of the written test. Therefore, this thesis work is divided into VI chapters.

Chapter I: Statement of the problem includes a description of the diagnosis previously carried out by the researchers. This diagnosis shows the problems that students face when writing sentences in the building up section of the written test as well as the importance of using contextualized syntactic snapshots to enhance students' grammar competence. Also, it comprises the research questions, scope and limitations of the work, justification and the research objectives.

Chapter II: Referential framework presents previous studies which show why it is important to include contextualized situations for students to improve their grammar competence. Also, it includes the historical background of the building up section of the written exam. Moreover, this chapter presents what contextualized syntactic snapshots seek out to reinforce students' grammar competence to write well-formed sentences in the building up section of the written test.

Chapter III: Operationalization of the Variables in which the theoretical framework was analyzed in detail to determine how each of the variables will be observed, measured and described. Then, the researchers made sure to establish clear and concrete indicators that will be easy to evaluate during the operationalization. Researchers began working on the operationalization of variables based on the objectives of the research defining the hypothesis, clarifying the units of analysis, and defining every variable and indicator taken into account in this research. Finally, in this operationalization, researchers describe the tools to collect the information needed and the time that will be necessary for the realization of such variables.

Chapter IV: Methodological design describes all the steps that researchers follow to carry out this research as well as all the necessary techniques and tools that the researchers will use and administer during the study in order to obtain reliable data. It also includes the operationalization of the variables and the methods to analyze the data gathered based on qualitative and quantitative data. Finally, it includes the ethical aspects that the researchers follow during the research project.

Chapter V: Analysis and Interpretation of Data presents the analysis and interpretation from the tests addressed to students, and the results gathered after the interventions. Also, the methodological design is described with all the specific aspects about the plan of action that will be executed to reach the stated objectives.

Chapter VI: Conclusions and Recommendations. In this chapter, researchers provide conclusions, limitations, and recommendations addressed to students, teachers and future researchers.

CHAPTER I:

STATEMENT OF THE PROBLEM

In the Major Licenciatura en Idioma Inglés, Opción Enseñanza of the Western Multidisciplinary Campus of the University of El Salvador, students who take five levels of Intensive English courses (Intensive Basic English, Intensive Intermediate English I, Intensive Intermediate English II, Intensive Advanced English I, Intensive Advanced English II) are required to master the English language conventions in the written exams. These English language conventions are meant to test students' ability to write sentences or paragraphs, to apply vocabulary, or to identify grammatical structures. However, the majority of students seem to lack the skills in a specific section of the written test. As a matter of fact, it has been observed that Intensive Intermediate English II students of the Western Multidisciplinary Campus of the University of El Salvador showed difficulties when solving the Building-up section in the written exams in 2020.

1.1 Description of the Problem

In the major "Licenciatura en Idioma Inglés, Opción Enseñanza" at the University of El Salvador, Western Multidisciplinary Campus, a typical or traditional written exam is administered to the students in the five levels of Intensive English course. Traditionally, the Intensive Intermediate written exam is designed in such a way to test reading comprehension, open-questions writing, multiple-choice, and the building-up section. This last section has been always considered by most students the hardest part of all since they have problems recognizing the grammatical components requested in the build-up pattern to create a well-structured sentence.

Each section included in the written exam evaluates student's (writing) skills. The open-question writing section is designed to test students' use of punctuation marks, spelling, vocabulary, and English verb tenses. Besides, students are asked to write logical sentences as logical responses; that is their comprehensible output. In the multiple-choice section, students are asked to choose the right answer which fits best in the statement. This section can evaluate either students' vocabulary or their grammar application in certain situations. On the other hand, in the building up section, students are asked to build logical sentences, using specific language

structures. The main purpose of this building-up section of the written test is to evaluate students' ability to recognize grammatical features and to apply them to create well-structured sentences (to test their grammar competence) as well as to write full and logical sentences. This represents the biggest challenge to students since they seem to have a weak mastery of the English language conventions; thus, it seems as students still need to master the language conventions of English to suit their level of both comprehension and production.

In the words of Escalante (2019), building-ups can be described as a set of grammatical features combined with words that are called idioms, phrases or words taken from contexts for students to build up or to construct or make sentences from scratch, just following a pattern respecting grammatical and composition rules that make students get a sentence that is logical, complete, and understandable. It is important to mention that this part is based on the theme and target structure studied in class, for example, vocabulary, tenses, idioms, specific structure, and so on. In addition, in the creation of the building-ups, teachers focus on the Audio-Lingual approach that is "a method which uses drills and pattern practice in teaching language" (Richards, 1986). Even though this approach focuses on the audio-lingual skills, the Building-up section has been adapted to combine this method with the grammar elements of the English language, resulting in a very controlled proof of student's language proficiency and written accuracy.

Moreover, in the building-up section of the written test, students are required to create well-structured and complete sentences following a certain variety of syntactic elements. This part of the test evaluates how well students create a complete sentence including features such as the parts of speech (noun, verb, adjective, adverb, etc.), clauses, sentence type, and vocabulary. In this way, students need to properly apply these elements according to their grammatical category and semantic function within a well-formed sentence. As a result, this section of the test drives students into their own capacity to build sentences, which involves directly or indirectly their theoretical knowledge of rules of the language. To illustrate this, this capacity is understood as grammar competence in which Richard (2006) states that it is the knowledge that a person has of a language which accounts for the ability to produce sentences, and the knowledge of the building blocks of sentences, such as the features pointed above. This clearly states that the building-up section calls for the ability of the student to understand, distinguish, and apply grammatical categories in concrete sentences from the ground up.

Through the development of building-ups, students enhance their ability to know, recognize, and apply the parts of speech (nouns, verbs, adverbs, adjectives, infinitives, and others), the grammar structure, and the vocabulary when writing sentences. However, by means of a productive test, researchers found out that Intensive Intermediate II students have difficulties when solving the building-up patterns. This test was deliberated to verify students major problems when solving this section. One of the signs observed was that students were unable to recognize or apply some syntactic features.

The following are some examples found in the diagnostic test (Appendix A). One of the patterns included in the productive test was: present continuous/ 3rd person pl./ call on someone/ time expression/adjective. Some of the results gotten from this pattern are the following: “We are calling a good person today.”, “They are calling on their beautiful girlfriends and they haven’t respond their calls yet.” or some of them did not complete the given sentence patterns. Clearly, students were unable to use the syntactic feature “call on someone” correctly. According to the Macmillan dictionary, the verb phrase “call on someone” means to visit someone, usually for a short time; nevertheless, students failed to use the verb phrase to build a logical sentence. In the first sentence, students changed the meaning of the verb phrase since they omitted the particle “on”; therefore, the meaning transmitted is to someone contacting another person by a call.

The second example is a compound-sentence which is made up of 2 independent sentences joined by a conjunction. Apparently, in the first independent sentences, the verb phrase is well-used; however, when the second sentence is attached, the meaning of the verb in the first sentence changes to the point that it relates to getting in touch with someone rather than to visit someone, usually for a short time or drop by. Thus, students still show difficulties when recognizing and applying the grammar elements, vocabulary, or structure at the moment of creating sentences given a set of constituents to create an English pattern.

Besides, another problem that some students faced was pronoun reference or faulty pronoun use. One of the patterns included was: wh-question/ 2nd pers. Pl/ going to/ infinitive of purpose/ adj + noun. Here, they used the pronoun “you” rather than “we”; for example, “what are we going to do to get good grades?”. Also, another mistake arouses since the word "going" was misspelled; the letter "n" is missing. This problem can be seen in another sentence: “Where

are you going to have a grate time?”. In this sentence, the word “grate” meant the word “great”. Equally important, students tend to confuse the proper use and function of infinitives either as nouns or adverbs of purpose; for example, the building-up pattern was wh-question/ 2nd pers. Pl/ going to/ infinitive of purpose/ adj + noun. One of the results gotten is the sentences “Where are we going to study to that hard exam?” However, in this sentence, the student assumed that “to study” functions as an infinitive of purpose and not as part of the structure GOING TO + VERB since the particle “to” is superficially right next to the verb. Another problem found was inflectional error. In some build-up patterns, students were asked to use the syntactic feature “present perfect”. The present perfect is constructed by an Auxiliary HAVE + PAST PARTICIPLE= HAVE STUDIED. For instance, in the sentence “They are calling on their beautiful girlfriends and they haven’t respond their calls yet.”, the inflectional error is in the second independent clause. Here, the structure “haven’t respond” omits the inflection “ed” for the verb respond. Thus, these problems show that students have not developed their grammar competence yet.

There is another problem that students have to face when they create a building-up sentence; this goes beyond the syntactic level, and it is found in semantics. In the building-up section, the sentences created by the students must be syntactically arranged to be considered correct by the teachers, but there is also an important factor that should be attached to the analysis of the building-up section which is the semantic analysis. At this level, the sentence does not simply need to meet the requirements of syntax but the requirements of the meaning itself given to the sentence or sentences according to the features in use. That is, the sentence created by the student will have to be analyzed up to the sentence level within the area of semantics and the features asked.

As Griffiths (2006) stated “Semantics is the study of the “toolkit” for meaning: knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings.”. This means that this sentence pattern will include elements studied in the target structure of the level so that students will have the opportunity to apply them according to what they have learned in the classes. The analysis should not only reach the syntactic level but the semantic level; however, this surely depends on every teacher who considers if the elements arranged in the sentence are all enough to fulfill the features for the sentence to be understood, even if the sentence does not convey a logical

and semantic meaning at all.

This problem is observed in one of the building-ups students wrote in the productive test. The pattern to be solved was: Negative/present perfect/3rd person singular / Be / Canada/ (not) yet/ verb of existence. And one of the students answered: “ she has not been in Canada yet. There are a lot of countries, she hasn't visited”. This could be analyzed in the following way, the student could not put into close relation the elements asked in the building-up rather the student then went ahead and chopped her ideas in three sections or strings to meet the number of elements. One main purpose of the building-ups is to make students think of a sentence that fits in all the features asked, and at the same time, these elements are connected or linked to one another so that the sentence is well-formed and meaningful. Although the sentence created by the student makes sense, it does not show the syntactic and semantic relationship among each feature in one sentence.

Another example is in the following building-up: possessive case/ 3rd person singular/ cook/ superlative/ countable Noun/ place/ present tense. The answer of one student was the following: “He cooks chicken with my mom’s sister better than with my aunt in my hotel.” The problem in this sentence is first observed in the syntactic features, the use of the comparative “better” instead of a superlative asked in the building-up. Then, the sentence lacks meaning since the elements of the building-up were forcefully grouped to just fit in the sentence; for instance: “mom’s sister” could be easily specified as “my aunt” or in the countable noun asked in the pattern, the student wrote “hotel”. The problem lies in the meaning expressed in the sentence and the action specified in the noun phrase “mom’s sister” and “my aunt” that could be the same person or not. In the same way, the countable noun in “hotel” is not related to the rest of the sentence because its denotation implies usually a large house or building where travelers, holidaymakers, and others, may receive food, lodging, etc., in return for payment Cambridge (2020). This meaning suggests that a person who is in a hotel will not cook but receive food instead, so the sentence is categorized as ambiguous. Another important goal of building-ups is to test students' use of features in a meaningful way; in this way, it is crucial that students have to use these elements taking into account its use in accurate situations since students constantly fail to combine the elements in a logically and accurately manner ignoring its function in the whole sentence.

On the other hand, through a questionnaire, students stated some of the reasons why they present a low performance in the building-up section. One of the reasons is their lack of knowledge of some syntactic features; for instance, some students affirmed that they do not know some of the constituents contained in the building-up patterns of the written test. Also, another reason is that students do not successfully complete a sentence because they do not receive enough practice to understand the proper function of the features; indeed, sometimes, students do not receive enough practice for this type of evaluation. This is due to teachers regularly practicing building-ups with students once or twice before doing a written exam, and the building-up patterns given are not similar to the ones included in the test. Besides, students claimed that some of the features included in the building-ups are unfamiliar since they have not been studied in classes. Also, some of them declared that they do not practice on their own. Thus, this group of students considers the necessity of having more practices of building-ups to improve their capacity to create well-formed sentences.

To sum up, for the proper development of the building-up section of the written test, students have to manage certain grammar principles to successfully create sentences. It does not simply require that students write sentences in the language, but understand their grammatical components to generate and understand sentences that have never been uttered before Chomsky (1965). This type of evaluation claims a high performance in the grammar competence of students who are aimed to use language academically either in the written or spoken form. Therefore, the creation of a sentence in the building-up section of the test is aimed to foster students' language awareness since they have to apply certain syntactic elements, grammatical rules, exceptions, and semantic meanings to create well-formed sentences in the English language. Whereas, an English speaker might have the capacity to create sentences to properly communicate among others but could not explicitly know the grammatical rules that govern that language. That is why, this part of the test abolishes the idea that students who learn English as a foreign language (EFL) cannot acquire the language without at least coming across a grammatical term or features that rule that language.

1.2 Baseline

At the Western Multidisciplinary Campus of the University of El Salvador, students are required to take the subject Intensive Intermediate English II after having successfully taken Intensive Intermediate English I. At this level, students have been taught a variety of structures such as simple present, present progressive, present perfect, etc. Also, students have learned some other features of the English language like adjectives, adverbs, a great variety of vocabulary and verbs that help students communicate accurately while speaking in English. In this case, the researchers administered a diagnostic test (Appendix B) aimed to measure the students' knowledge about grammar and their capability to construct sentences with specific patterns.

In the provided diagnostic test (Appendix B), the research team found out that it was evident that students of Intensive Intermediate English II have problems solving the building-up section in the written tests. The diagnostic test (Appendix B) was made of five different pattern exercises which contained sentence features according to their level. With this diagnosis, the purpose was to evaluate not only the content of the sentence, but their logical meaning too.

Firstly, the researchers observed that certainly, the majority of the students that took the test showed difficulties to create the sentences including all the given features in each building-up. By the time students were solving the diagnostic test (Appendix B), they seemed confused and even lost since they did not remember certain features. Moreover, they were insecure about the placement of each component within the sentences, so they got stuck and ended writing the remaining items randomly. Secondly, since investigators knew that solving the pattern section not only consists of adding all the asked features but caring about the logical meaning of it too, the investigators revised once again the sentences looking for illogical statements. In this case, there were fewer students that demonstrated to have problems with this. Basically, the most common problem regarding the semantics of a sentence were the antecedents of pronouns. This can be just a matter of a habit to place a pronoun instead of a noun at once.

Finally, after the building-up exercises, there were some questions that students of Intensive Intermediate English II were asked to answer. The first one asked students if they believed that the Building-up section was the hardest part of the written test. Students, mostly, agreed that this is the most demanding part of the test since they spend most of their time trying

to solve this section than any other; besides, this part is the reason why many students tend to fail the test. Even though students claimed that this part requires a lot of practice, concentration, and knowledge, 70% of students affirmed that they do not do further practice out of the classroom; therefore, their final results are usually low grades.

1.3 Scope of the Research

The research study was executed only with the population of students of “Licenciatura en Idioma Inglés Opción Enseñanza” specifically with theoric group number two of Intensive Intermediate English II at the Western Multidisciplinary Campus of the University of El Salvador during semester I, 2020. Due to the global pandemic Coronavirus (COVID-19), an infectious disease caused by a newly discovered strain of coronavirus, a type of virus known to cause respiratory infections in humans that stopped face to face classes, the investigators planned and coached through virtual sessions to cope with the actual limitation of getting together with the sample population. This research concentrated on the enhancement of the construction of sentences in the Building-Up section in the written test by having the target population working on sentence patterns practices taken from snapshots. As a result, it was expected to have students reinforce their grammar competence and recognize all the features in a sentence.

1.4 Justification of the Research

This investigation was of massive relevance, importance, and useful convenience for the target population since the building-up section was one of the most difficult parts if not the hardest to solve in the written exam for IIE-II students. Such deficiencies that justified and supported this investigation may include:

It has been the section with a high percentage but low scoring points in the written test.

Even though the building-up section required a high critical problem-solving skill, it was the area with the greatest deficiency and the poorest results in the written test. Students in the major of Licenciatura en Idioma Inglés who were taking the subject of Intensive Intermediate English II had problems in the grammatical elaboration of full and logical sentences because their knowledge about English grammar was weak.

It was alarming that students were at a level in which they must have known and managed basic structures such as the verb to be, simple present, simple past, adjectives, modals, conditionals, among others. Unfortunately, students forgot and confused the contents to finally use the structures in the wrong way. All the problems related to contents were generally caused by the superficial explanations that students received during the semester; they did not receive enough practices either in class or as an extra assignment to reinforce the curricula needed to master a second language.

In fact, Intensive intermediate English II students had the advantage of taking English grammar I which was related to all the structures that they were using at the English level. However, students often thought that the two subjects were completely different from one another, so they did not relate them. English Intermediate level II had a big importance for students as it provided them with the base and foundation required for an advanced English level I; that was the reason why Intensive Intermediate played a fundamental role in the acquisition of the necessary skills.

During the semester, teachers only covered superficial things of the lessons because of the lack of time.

The semester regularly lasts 16 weeks plus one for final exams and one for make-up tests; however, in this case teachers did not cover all the contents stipulated in the syllabus for different reasons. Teachers had to cover 10 units during the six months of classes, but they had to face problems such as working meetings, holidays, bad weather alerts, sick alerts, and now a pandemic quarantine and a total lockdown which caused a very significant setback in the repletion of classes, writing exams, role-plays, oral interviews, etc.

To cover at least six- or 7-units teachers just rushed teaching superficial things and did not focus that much in students' progress of the acquisition of the language which created a huge gap in the students' knowledge. Teachers were not aware that there were several benefits for students in the building-up section, so they did not take the necessary time to go deeper into the topic and to explain from the simplest things to the most complex ones.

The building- up section challenged students to put into practice their grammar competence at the moment of writing logical sentences. The wider students employed authentic grammar, the more advanced they were in their grammatical competence and the more their

grammar parameters approached the standard of authenticity. Sadly, the grammar competence of the target population was seen to be weak because in a short diagnostic test (appendix B) was done on February 26th of the current year, the results were that from 5 building-ups based on studied contents only one or two sentences were correct.

Teachers did not adequate meta-language

Teachers showed that they did not have an adequate meta-language (the language of linguistic terms) to teach building-ups since students had difficulties recognizing features by their terminology in the diagnostic test. In most cases, teachers simplified grammatical terms to make it more understandable for students but forgot to teach terminology more technically, so students could recognize all the features by its terminology in the written exam in case another teacher developed that section using technical terms. Regularly, students faced problems in writing building-ups because they were asked to write sentences using certain features but have difficulties recognizing its terminology because it was completely different than the one studied in classes. Probably, students studied the terminology in a simple way but, as soon as they go over the test, they see that the terminology is used in a more technical way in comparison to the one learned before.

Moreover, something alarming was that students in some cases just focused on the use of the structure instead of the terminology. According to Chong, (2015) meta-language is important because it is easier to explain language and how language is used, and it helps students categorize and compartmentalize the mechanics of language and how it works so that they can learn it more easily. The ability to talk about language can help students' linguistic knowledge and awareness. Also, such compartmentalization of language enables a clearer and more linear presentation of the content and a better comprehension of the task. In other words, metalanguage helps teachers to smooth down new terminology and turns it more comprehensible and easier new knowledge to be acquired. However, IIE- II were expected to first understand and then used such metalanguage. In this way, It was important that teachers implemented the appropriate meta-language with students to get better results not only in their grades but also in their language acquisition and overall performance.

New teachers in the department created the building-up section for the written test without having experience

The building-up section has been used for many years at the language department; however, it was the area in which students showed the most evident deficiencies. According to Campos, Díaz, & Ortega, (2019, p. 17,18) the need of including this section in the written test was inquired, and it resulted in a section that had been evaluated for more than 32 years. An interview was implemented to the teachers of the Language Department to inquire about the historical background of the Building-up section of the written test and the problems students have shown in that section. Teachers who were interviewed stated that, “I started working here in 1985, and since that year, I noticed that students showed deficiencies in the development of the Building-up section.”, “approximately more than 35 years ago, the Building-up section was implemented.”, “I started working here in 1993. The Building-up section had already been implemented in the Written Test. However, we cannot assume that students showed problems in that specific part of the test since what students actually lack was practice.” Even teachers who have more experience in developing that section thought that it was an area that needs special attention and practice not only for people in charge of designing it but also for students.

In contrast with teachers who have worked longer at the language department, new teachers in charge of developing this section of the test face some problems due to the lack of experience on that sort of evaluation. There were certain occasions in which new teachers were in charge of developing this section of the test and faced some problems. In the level of English intermediate II, the majority of teachers are new ones or have little teaching experience, so when they have to do the building-up section of the written exam, they unconsciously elaborate it in some cases with an advanced level of applicability for students. Mistakes such as naming features in a different way or using features that were too complicated to use in a sentence affected the performance of the student. Certainly, the failure was due to lack of training that new teachers received, which was the reason why this section of the test should be validated with especial attention before using it in the test.

1.5 Research Objectives

1.5.1 General Objective:

- ❖ To reinforce Intensive Intermediate English II students` grammar competence for the elaboration of grammatical sentences in the written test through the application of contextualized syntactic snapshots by virtual sessions at the Western Multidisciplinary

Campus of the University of El Salvador, semester I, 2020

1.5.2 Specific Objectives

- ❖ To foster students' use of grammatical prototypes in content-based settings through basic syntactic analysis in Google Classroom at the Western Multidisciplinary Campus of University of El Salvador, semester I, 2020
- ❖ To verify Intensive Intermediate English II students' elaboration of grammatical frames through an early induction of metalanguage using feature recognition practice at the western multidisciplinary campus of the university of El Salvador semester I, 2020
- ❖ To maximize Intensive Intermediate English II students' application of grammatical scenarios through the completion of focused building-up practice in the Google Classroom platform at the Western Multidisciplinary Campus of the University of El Salvador semester I, 2020

1.6 Research Question

1. How will Intensive Intermediate English II students reinforce their grammar competence for the elaboration of sentences in the building-up section of the written test through the application of contextualized syntactic snapshots by virtual sessions at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2020?
2. How well do Intensive Intermediate English II students perform the application of grammatical prototypes at the western multidisciplinary campus of the university of El Salvador semester I, 2020?
3. What is the current ability of Intensive Intermediate English II students to elaborate grammatical frames in virtual activities at the Western Multidisciplinary Campus of the University of El Salvador semester I, 2020?
4. How well do Intensive Intermediate English II students apply grammatical scenarios using a set of features from a building-up at the Western Multidisciplinary Campus of the University of El Salvador semester I, 2020?

CHAPTER II: THEORETICAL FRAMEWORK

In all languages, the writing skill is an important aspect of communication. For Intensive Intermediate English II students of the University of El Salvador, a part of the written test called building-up has been set to evaluate students' ability to create well-structured and complete sentences following a certain variety of grammatical features. The key points of success in this part of the written exam are to develop complete sentences, including all the specific features.

The type of students observed in this research are defined as candidates to learn the English Language to manage the four macro skills, listening, speaking, reading, and writing. Besides, these students must take the five levels of English (Intensive Basic English, Intensive Intermediate English I, Intensive Intermediate English II, Intensive Advanced English I, and Intensive Advanced English II) in the major of Licenciatura en Idioma Inglés, Opción Enseñanza. However, researchers will focus only on Intensive Intermediate English II Students and on their performance to write complete and logical sentences using the features contained in the building-up section of the written tests.

A questionnaire (Appendix C) was implemented to the teachers of the Language Department to inquire about the historical background of the Building-up section of the Written Test and the problems students have shown in that section. The teachers who were interviewed stated that the building-up section has been implemented for more than 32 years; and since that date on, students have shown deficiencies in the development of the Building-up section. Also, they pointed out that it cannot be assumed that students show problems in that specific part of the test since what students actually lack is practice.

2.1 Historical background

The building-up section has played an important role in the written tests of each level of English for more than 32 years; here, students need to construct complete sentences following certain and specific patterns. According to Diaz, Mendez & Ortega (2019) in an interview they implemented, they found out that students have been showing problems with this section since the implementation of it. Some interviewed teachers affirmed this saying: "I started working here in 1985, and since that year, I noticed that students showed deficiencies in the development

of the building-up section”. Until here, everything related to this problem seems to be only a problem, but there is another opinion given by another teacher that expressed the following: “I started working here in 1993. The building-up section had already been implemented in the written tests. However, we cannot assume that students show problems in that specific part of the test since what students actually lack is practice”. This affirmation opens a broad field of study to investigate how teachers could work to help students improve in this section.

According to one professional interviewed by Diaz, Mendez & Ortega (2019), building-ups can be described as “a set of grammatical structures combined with words that are called idioms, phrases or words taking from contexts for students to build up or to construct or make sentences from scratch, just following a pattern respecting grammatical rules and composition rules that make entire students to getting a sentence that is logic, complete, and understandable”. This part of the test emerged from nothing, in the words of Richards & Rodgers (1987) as cited in Diaz, Mendez & Ortega (2019) the Building-up section is adapted from the restoration activity derived from the audio-lingual approach. Richards & Rodgers, (1987) stated that “this method claimed to have transformed language teaching from art to science, which would enable learners to achieve mastery of a foreign language effectively and efficiently”. The basis of this approach are repetition, oral drills, and memorization of simple patterns. Having all these features, it is seen that evidently, the building-up section involves more than only structures. This part enables students to comprehend the language deeply to the point of expanding the students' reasoning about language functioning.

2.2 Building-ups

In the Building-up section, students need to construct well-formed sentences following an arrangement of patterns. This arrangement needs to be in a grammatically correct structure as well as semantic. Some experts in this field state that building-up sentences are “the contextualization of statements that contain the grammatical structure and vocabulary”. Also, it can be described as the union of structures; and it depends on what the teachers want to evaluate. If teachers want to evaluate tenses, then they will include tenses. If they want to evaluate vocabulary, they will include vocabulary, and if they want to evaluate both, then they will include both, and so on.’

Besides, according to one of the professionals (Diaz, Mendez & Ortega 2019), one of the main objectives of the building up sentences is to evaluate if the students have grasped the structure that they have been taught during the previous period of classes. The only difference is that students are given some clues and teachers have to verify if students are able to really apply the words of the items that teachers give them in sentences. This is not just a matter of recognizing something in a sentence but also a matter of using that in a sentence. In this process, they use the language in a directive way.

2.2.1 Audio-lingual Method

The Building-up section is adapted from the restoration activity derived from the audio-lingual approach. Richards & Rodgers (1987) stated that “this method claimed to have transformed language teaching from art to science, which would enable learners to achieve mastery of a foreign language effectively and efficiently”. The basis of this approach are repetition, oral drills, and memorization of simple patterns. Additionally, certain types of activities are implemented in the audio-lingual method; the restoration activity is one of them.

According to Richards & Rodgers (1987), this activity is one of the most common patterns that can be found in ESL textbooks since the students are given a sequence of words that have been pulled from a sentence but keep the meaning. The main aim of this exercise is to build the sentence using this word sequence; for example: kids/waiting /school bus= Kids are waiting for the school bus. Doing so, students are supposed to create cohesive sentences following specific patterns.

The main reason why building-up sentences are important is that students understand the order of the features in the way that they create their own sentences from scratch following a pattern that will later be repeated, generalized, and restored in both oral and written forms. As it was mentioned before, the building-up patterns are based on the Audio-Lingual Approach, more specifically, they are based on the Restoration method.

In this way, students could have the facility to learn vocabulary and grammatical structures efficiently. For instance, Mart (2013) stated that through focusing on the rules of the grammar of the target language, students would recognize the features of two languages that would make language learning easier. With this example, students are asked to create cohesive and complete sentences. Kinney Jr (n.d) stated that a cohesive sentence must be able to stick

together. It must have cohesion: the ability to stand alone as an independent sentence. Additionally, cohesive sentences always have a noun and a verb, and they must make sense and flow with the sentences around it.

Cohesive sentences will be also defined as complete sentences, which elements are connected among them, and that convey a clear and logical message. According to Simmons (2019), a complete sentence has three characteristics: First, it begins with a capital letter. Then, it includes an end mark, either a period, question mark or exclamation point. Finally, the complete sentence must contain at least one main clause which contains an independent subject and verb and which expresses a complete thought. As a result, the sentences students write in the Building-up section must be cohesive and complete.

On the other hand, Coleman & Goldenberg (2010) point out the structured student talk: opportunities for student language production can result from open-ended prompts or prompts for a specific language structure or vocabulary item, particularly increasingly elaborated student talk. Some examples of open-ended, elaborated responses might be, “Why do you say that?”, “Can you say more about that?”, “Can you give an example?”, “How does that relate to...?”. Prompts that include specific language structures might require a student to answer using identified vocabulary words; a particular sentence frame; or a specific sentence structure, such as a compound or complex sentence.

According to the dictionary of Oxford (2019) “Coherence is the quality of being logical and consistent” and “sentence is a set of words that is complete, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses”. Cambridge defines cohesion as the state of sticking together (of objects), or (of people) being in close agreement and working well together. Thus, cohesive sentences will be defined as logical and coherent sentences, which elements are connected among them and convey a clear and logical message.

Once students understand these concepts, the goal of the Building-up section becomes clear to them. Furthermore, students realize written practices addressed to this specific part before taking the test; however, it seems that the majority of Intensive Intermediate English II students cannot achieve this goal due to different problems related to the grammatical component. For that reason, in this research study, the importance of the types of written

practices that will prompt students to improve the elaboration of cohesive sentences in the Building-up section of the written test will be studied.

2.2.2 The Importance of Having Building-Up Evaluations

The building-up section is considered to be designed for students to internalize the patterns studied in class. However, the levels of English in the major of Licenciatura Idioma Inglés, Opción Enseñanza are mainly focused on discourse competence. That being said, it seems illogical that such evaluations are considered for these subjects when other subjects are designed for the written aspects of English learning. For this reason, the researchers created a questionnaire (Appendix A) directed to the teachers of the English language department of the University of El Salvador, Western Multidisciplinary Campus to collect meaningful information on the problems of the building-up section.

As a matter of fact, every teacher answered positively to the building-up section contributing to the communicative output of students, and almost everyone gave their opinion on what they think building-up contributes to speech. For example, teacher “B” considers that building-ups contribute to students’ organization of ideas. Writing is not as automated or spontaneous as speaking, but it requires more concentration when speaking in another language. One does not simply speak fluently in another language without knowing grammatical structures, word order, and other rules of grammar to speak grammatical sentences. Also, teacher “D” thinks that building-ups contribute to the diction of students’ speech since building-ups are made to organize words logically.

Moreover, Teacher “E” said that the contents and the objectives that the section is based on can be successfully learned and achieved. This teacher listed some of the grammatical features that a building-up sentence could ask, which are mostly vocabulary, tenses, topics, idioms, expressions, sentence structures, and other elements studied in class. Teacher F described it as a way of improving fluency when speaking, as well as confidence in diction. This seems logical if the previous points are taken into account; if a student knows how to organize his/her ideas, knows the proper lexicon and their use in different forms and meanings, and has knowledge of grammatical structures, this student could certainly be a very fluent EFL speaker.

As a consequence, the building-up section does help to speak in many different forms, and it mostly helps internalize the grammar rules to produce accurate sentences. In this case, it can be confidently stated that building-ups are truly important for evaluations in the levels of English of the major of Licenciatura en Idioma Inglés, Opción Enseñanza.

2.3 Grammar Competence

The term of grammar competence has been widely developed through the experience of grammarians and linguistics theorists. To begin with, this concept was first introduced by the theorist Chomsky (1965) in which he stated that every speaker-hearer of a language possesses the knowledge of an underlying system of rules which are put in actual performance. This should be understood as the knowledge a person has in understanding the function of the elements that compose a language and distinguish which syntactic features are related to one another to create sentences. Additionally, Chomsky mentioned that next to the term of competence comes performance which accounts for the actual use of this language knowledge in concrete situations. In other words, every speaker of a language has an internal mindset of the rules of that language which is measured by his performance in creating well-formed sentences or ill-formed sentences. But this is just one way of understanding this broad concept in the field of linguistics.

The term of grammar competence was also taken up and analyzed by another linguist who debated what Chomsky has already proposed to this concept. Hymes (1979) infers that the competence in what Chomsky detailed as the knowledge of an underlying set of rules put in actual performance lacks certain aspects in which this competence does not go beyond the grammatical aspects. However, this term in Hymes' mind is understood as communicative competence because it is emphasized more on how the speaker of a language uses his knowledge of the language to create not only grammatical sentences but also appropriate sentences in certain setups. This competence addresses sentences syntactically where their semantic function fits in their appropriate social setting. This is an approach developed by Hymes called ethnography of communication which analyzes communication in wider contexts such as social setting and cultural aspects.

Nevertheless, communicative competence is a wider field that encloses the concept of grammar competence, it is necessary to specify to what category grammar competence is related

to. According to Canale (1980), communicative competence is divided into four components: grammar competence, sociolinguistic competence, discourse competence, and strategic competence. Each of them has their own elements which are applied to the specific situations in which language is used, and that as the overall competence, it is used to measure how proficient a speaker of a language can be in understanding and applying the language in all the possible situations.

Therefore, grammar competence is “the mastery of the linguistic code. It is the ability to recognize lexical, morphological, syntactical, and phonological features of a language and to use these features effectively to interpret, encode, and decode words and sentences” (Igi Global, 2020). This concept includes the knowledge of lexical items, the rules of morphology, syntax, sentence-grammar semantics and phonology, and their actual performance.

2.3.1 Levels of grammar competence in the cognitive model of grammatical competence of students

Every single English learner has to go through a cognitive process when learning a language. This process accounts for a cognitive mindset that helps the students acquire and assimilate their understanding of a language through different settings and gradual levels. Therefore, it is necessary to understand how this process of increasing their grammar competence in students works from the field of psychology. The following cognitive models of grammatical competence (based on the precepts of cognitive science) of students by “Procedia Social and Behavioral Science,” (2014) explain how this internal process is acquired and developed in students' minds.

a. Grammatical prototypes

Living beings or objects have a representation or imagery in the minds of the speaker, when this being or object represents a concept of reality often it is ideal or average. The definition of “prototype” in the Cambridge Dictionary goes as follows: “the first example of something, such as a machine or other industrial product, from which all later forms are developed” (Prototype, n.d.). Grammatical prototypes contemplate grammatical examples, grammatical concepts, and grammatical categories when the speakers illustrate these on their minds. Moreover, as stated in Cruse, (2001) “One important theory, prototype theory, holds that natural categories are organized around ideal examples (prototypes) and that other items belong

to the category to the extent that they resemble the prototype.” The less the features of the objects are more different from the ideal, the more away from the prototype it becomes.

When creating sentences from a building-up pattern, the student focuses on the elements of the pattern and analyzes them and their word class to know how to use them. Having a wide knowledge about the grammatical prototypes determines whether the student uses the right element that is asked or using an element that belongs to another word class, but has a completely different one from the original. One clear example can be the words ‘high’ and ‘low’, which belong to the adjectives and nouns (Cruse, 2001). The student may find a pattern requesting to use one of these words as a noun, and if the student only recognizes these words as adjectives, he might find some trouble while creating sentences.

b. Grammatical frames

Frames deal with portions of knowledge connected in one’s mind. The Merriam-Webster Dictionary defines “frame” as “something composed of parts fitted together and united” (Frame, n.d.), and according to Millrood. (2014), grammatical frames help students recognize grammatical phenomena, classify examples, determine whether a grammatical form is right or wrong, and others.

Students can determine whether a sentence is well-formed or ill-formed by using a judgemental task. Comparing the elements of a sentence created from a building-up pattern is one of the subconscious steps that students follow after creating it, and if the sentence does not match with the pattern, the student proceeds to correct the sentence. Here is where the grammatical frames make an appearance since students will appeal to their knowledge to determine if the sentence they created complies with what the building-up requests.

c. Grammatical scenarios

Using what's on the mind to predict the possible consequences of a process to get to an outcome is what is called a scenario, or also known as a script. The Merriam-Webster Dictionary defines “scenario” as “a sequence of events especially when imagined” (Scenario, n.d.); on the other hand, Schank & Abelson, (1977) (As cited in Millrood, 2014) define grammatical scenarios as the sequences of events stored in memory to map processes using language means. Certainly, scenarios help in the construction of sentences by contributing to the context of it to have logical meaning.

Creating a sentence requires the student to make a real and logical scenario in which the sentence can be used. Often students create sentences from their experiences, and they use the elements of a pattern according to these experiences. In this sense, students mold the scenario they could think of to use the elements they are given; therefore, they predict how the elements are going to be used in their creation.

d. Grammar Schemas

Schemas can be simply defined as “reality grasped by consciousness”, and the Merriam Webster Dictionary defines schemata as: “a mental codification of experience that includes a particular organized way of perceiving cognitively and responding to a complex situation or set of stimuli” (Schema, n.d.). All of this helps in the acquisition of new knowledge or can be affected by it somehow. Millrood, (2014) says that the previous grammatical knowledge along with an EFL student’s native tongue affects foreign language learning. This can modify the skill of the student to have accuracy and adequacy on the creation of sentences.

Certainly, students make use of schemas while creating a sentence in English by thinking about their native language or their past knowledge. Students make use of what they have been learning from the language to construct a sentence, so they use grammatical schemas to analyze grammatical rules, structure and word order, logical and cohesive use of elements, and other knowledge they can implement to form the most logical, well-structured sentence they can.

2.3.2 The necessity of improving grammar competence in English as a Foreign Language (EFL)

The major of Licenciatura en Idioma Inglés, Opción Enseñanza in the University of El Salvador, Western Multidisciplinary Campus aims to form teachers of EFL; therefore, students need to master English grammar. To excel in evaluations of the subjects which contents are subdued to grammar rules, students need to better their competence by internalizing the structures, vocabulary, placement or position of lexicon and meaning, phrases, and others. Although meaningful learning is prior to any result of evaluations, the previous have to have the objective of verifying the achievement of this meaningful learning.

Future teachers will be in charge of students' learning, and their knowledge of grammar competence will be transmitted to future students. The major of Licenciatura en Idioma Inglés, Opción Enseñanza also has many subjects that require the students to practice teaching. Some of these subjects are Didactics I, II, and III, and in these subjects students are required to teach basic structures to children from kindergarten up to high school. The practice student has to know the basic elements of English, from the ABC to more complex elements and structures such as compound nouns, phrases, clauses, different tenses, and others, all of those according to the grade they are teaching.

If future professionals of EFL want to stand out in what they do, mastering the rules of grammar is a must; therefore, they will be more competent or will have a better curriculum. Furthermore, young professionals have the need of improving their grammar competence since the people who have been in the field of teaching for quite a time have experience on their side. As a consequence, fostering grammar competence together with new strategies using technology is a must to highlight in a job.

2.4 Syntax

According to Robert (p.1, 2001), syntax is a verbal noun which literally means” arrangement” or “setting out together”. It is known that the English language is very complex to learn, and it is harder to manage exactly the way in which the sentences must go. As in every language, each sentence created must be ordered in a certain way to have sense; otherwise, the message will be awkward and even impossible to understand. For that, syntax exists in every language to stipulate an arrangement that speakers must follow either consciously or unconsciously.

The term of syntax is vast since it involves all the probable placements of the elements of a sentence in an order that is actually accepted for its grammatical properties. According to Robert (p.1, 2001) “Syntax deals with how sentences are constructed and users of human language employ a striking variety of possible arrangements of the elements in sentences”. As long as the speaker is able to create a great variety of combinations and arrangements, there is a vast world of possible meanings in which the speaker can communicate. For this reason, it is important to promote in students the use of syntactic structures so that they can communicate effectively not only in EFL settings but ESL settings.

Within the area of syntax, a well-structured sentence must follow a certain order in which all its elements are related to one another to convey a message. To begin with, all sentences in a language must have a specific order that rules its creation. Many languages, in specific English, follow the order SVO; in this part, S represents the subject, V the verb, and O the object. Certainly, this is a very basic word order within a sentence but shows where to start placing much more complex elements within more specific categories.

2.4.1 Basic word Order

Word order refers to the way words are arranged in a sentence. The standard word order in English is: Subject + Verb + Object. To determine the proper sequence of words, you need to understand what the subject, verb and object(s) are (The Importance of Word Order in English, 2015).

Subject: typically a noun or pronoun—the person, place or thing

Verb: the action or state of being

Object: the word or group of words influenced by the verb

The word order is critical in sentences since one arrangement will transmit an intended message, and another order will give a completely different information. It is a matter of context which determines the real message the speaker wants to communicate in a specific situation in a certain moment.

2.4.2 Word order in sentence type

Word order is important. It is what makes your sentence make sense! (Word Order, 2018) This is what speakers must manage by the time they write or speak since any other variation of the order already established may result in a confusing, unclear and a very probably incorrect sentence

Here are some examples of words put into the correct and incorrect order:

- I have 2 brothers and 2 sisters at home. **CORRECT**
- 2 brothers and 2 sisters have I at home. **INCORRECT**

- I am in middle school. **CORRECT**
- In middle school I am. **INCORRECT**
- How are you today? **CORRECT**
- You are how today? **INCORRECT**

As you can see, it is usually easy to see whether or not your words are in the correct order. When words are out of order, they stand out, and usually change the meaning of a sentence or make it hard to understand. This is because of the language conventions that English speakers manage since this is the way they have learned to speak.

Types of Word Order

According to Word Order, in the English language, we follow one pattern to make affirmative sentences, and we follow another structure for interrogative sentences. Below, there are the definitions of them and some examples:

a. Standard Word Order

A sentence's standard word order is Subject + Verb + Object (SVO). Remember, the subject is what a sentence is about, so it comes first. For example:

The dog (subject) + eats (verb) + popcorn (object).

The subject comes first in a sentence because it makes our meaning clear when writing and speaking. Then, the verb comes after the subject, and the object comes after the verb; and that is the most common word order. Otherwise, a sentence does not make sense such as:

Eats popcorn the dog. (verb + object + subject)

Popcorn the dog eats. (object + subject + verb)

b. Questions

When asking a question, we follow the order auxiliary verb/modal auxiliary + subject + verb (ASV). Auxiliary verbs and modal auxiliaries share meaning or function, many which are forms of the verb "to be" (Word Order, 2018). Auxiliary verbs can change form, but modal auxiliaries do not. Below there is a chart that explains better the uses.

As said, questions follow the form ASV; or, if they have an object, ASVO. Here are some examples:

- Can he cook? "Can" (auxiliary) "he" (subject) "cook" (verb)
- Does your dog like popcorn? "Does" (A) "your dog" (S) "like" (V) "popcorn" (O)
- Are you burning the popcorn? "Are" (A) "you" (S) "burning" (V) "popcorn" (O)

2.4.3 Prescriptive and Descriptive Grammar

“Throughout the ages, grammarians and linguists have been attempting to formulate the speakers’ grammar in a set of rules, though it is probably fair to say that they have not yet been able to do so completely for any language. This sense of grammar is known as descriptive grammar.” Claimed Brinton (p.8, 2000). In other words, this type of grammar is well known as the grammar that people learn just by listening and living with other English speakers. Here there might exist many variations of the language that have been accepted and used from many years before. They are expressions that may not be grammatically correct since the grammar rules establish a specific arrangement and selection of constituents.

Ex: *Who did you arrest?

Brinton (p.8, 2000) assures: “You have probably been exposed to a different sense of grammar known as prescriptive grammar, which involves attempts to establish and maintain a standard of correctness in the language, to “prescribe” (dictate) and “proscribe” (forbid) certain ways of speaking; but this has little to do with the actual working of the language.” Especially for ESL learners, these rules reign in their grammar competence since they learn an educated language though sometimes, they can learn certain expressions to which they are exposed in the learning process.

Ex: Whom did you arrest?

The difference between descriptive grammar and prescriptive grammar is comparable to the difference between constitutive rules, which determine how something works (such as the rules for the game of chess), and regulatory rules, which control behavior (such as the rules of etiquette) (Brinton, p.8, 2000).

2.4.4 Corpora and judgements

For the analysis of sentences within the realm of syntax, it is required to point out how data is gathered and what kind of data must be used to do syntactic analysis Carnie (2011). In this way, it is important to establish that there are two ways of analyzing syntactic structures, one of them is using corpora data and the other one, doing syntactic judgments.

This first data is known as corpus which Carnie (2011) established as a collection of written or spoken material representing real-world usage of a language (plural: corpora). This allows syntacticians to analyze the structure of a language in its conventional application. Also, corpora allow students to extract as much information as possible of construction and how it is related to other construction in the language. However, the Open Edition Journals (2013) claims that this corpus is limited in the amount of information exposed to analyze how a limited set of features can create an unlimited number of utterances to the contrary on how Chomsky presented the term generative grammar.

Thus, the corpus fails in showing how a structure of a language is used in new possible situations, and how a sentence can be unacceptable or ungrammatical. In this way, it is important to point out that structures can be syntactically correct but not accepted as a meaningful sentence for the analysis. Take the example of Chomsky (1965), "Colorless green ideas sleep furiously." This sentence is well-formed in its syntactic elements but meaningless in what it conveys. This type of data is necessary to do a deeper analysis of a language, but it is not found in the corpus since it just allows well-formed and conventional sentences.

The second data gathering for the syntactic study is judgments or native speakers' judgments Carnie (2011). This method of gathering data for syntactic analysis is under the judgment of a native speaker since this speaker can judge whether a sentence is accepted or not even if the sentence is not well-formed. Also, it is necessary to mention that not all native speakers could agree in the same judgments since one could have a different life background in which he or she learned the language in a different dialect or specific situation. So, an ill-formed sentence in which its syntactic elements are not correctly applied could normally be accepted and understood among native speakers and non-native speakers who could assign meaning as long as it transmits the intention of the speaker. In this type of data, it is possible that a sentence like this "John peanuts the ate" could have meaning even if the sentence is ill-formed, the point

of judgments is that English speakers could assign a meaning "John ate the peanut", making the sentence totally correct (Carnie (2011)). The results of this judgment lead syntacticians under the distinction of two important concepts: acceptability and grammaticality. According to Carnie, acceptability refers to the speaker's judgments, and grammaticality refers to what is prescribed within the science of syntax.

2.4.5 Grammaticality

Grammar rules determine whether a sentence is correct or not according to how they are followed. The definition of grammaticality in linguistics is the conformity to the rules to make a well-formed sentence (Collins, n.d.). All languages have prescribed rules that the speaker follows to make correct sentences. These rules derive from the molding of the procedures of sentences generated by the speakers' minds (Carnie, 2013). Following these rules to make sentences results in well-formed sentences or a grammatical sentence. On the contrary, making sentences without caring about the rules of language results in the creation of ill-formed or ungrammatical sentences. To distinguish the correctness of a sentence or inaccuracy of them, the subconscious knowledge describing a sentence or grammaticality judgment task is used. In the following examples from Carnie, (2013) two different type of ill-formed sentences were extracted:

1) a) #The toothbrush is pregnant.

b) *Toothbrush the is blue.

In sentence (1a), an impossible statement is given due to the objects' incapability to get pregnant. This is an example of semantical ill-formedness. Sentence (1b) is semantically correct since toothbrushes can vary color and have blue pigment; nevertheless, the position of the determiner *the* is incorrect, making the sentence syntactically incorrect (Carnie, 2013). This judgment reflects the linguistic competence of the speaker considering the individual's linguistic intuition on which they base their judge (Nagata, 1988).

2.4.6 Syntactic analysis

Syntactic analysis refers to the analysis of the elements in a sentence. Banjar (2011) states that syntactic analysis refers to determining the relevant components of a sentence describing these parts grammatically. The parts of a sentence are called constituents. In other words, the sentence contains smaller parts that have a specific function within the sentence. According to Carnie (2011) "a constituent is an identifiable subpart of a sentence. It can either be a single word or a group of words that functions as a unit". Besides, as ThoughtCo (2020) claims, a constituent can be a morpheme, word, phrase, or clause. In this way, syntactic analysis is composed of constituents and how they relate to work as units to convey an idea.

Moreover, syntactic analysis involves two related tasks: breaking down the sentence into its constituents and the other, labeling each constituent, stating what type (form) of constituent it is, and what grammatical function it has Banjar (2011). In this analysis, there is an important element that helps in understanding constituents, and it is the grammatical function; that is, a constituent that acquires a specific function helps to define the intended meaning of the sentence. As ThoughtCo (2019) explains "Grammatical function is the syntactic role played by a word or phrase in the context of a particular clause or sentence. Sometimes called simply function. Normally, grammatical function is primarily determined by the constituent's position in a sentence, not by its inflection or word endings. For example, English sentences are composed of clauses, phrases, and words, and the basic rule that governs a sentence is under the constituents of a noun phrase (NP) and a verb phrase (VP) functioning as a subject and a predicate in the sentence.

These two important constituents make up the sentences in English, so an English speaker may accept this structure as a general rule to understand sentence formation. When introducing the term of a rule in syntax, it is important to point out that these rules are under descriptive grammar analysis. In the words of Carnie (2011) a rule is a statement phrased in a positive form that describes possible structures – structures that are claimed to be acceptable to a native speaker. Rules are a useful way to express generalization about data. Therefore, the term "rule" specifies in syntax how a specific constituent with a function is related to another one to form a well-structured sentence so that it is accepted. However, within the subject and a predicate, these constituents can be broken down into small units or subparts. The subject can

be composed of a noun phrase (NP) and the predicate of a verb phrase (VP); these two constituents acquire a specific function in the sentence based on their position. Since it was stated that NP functions as a subject, and the VP functions as a predicate, which is their function in a sentence; in other words, their role in a sentence is to serve as such parts of the sentence.

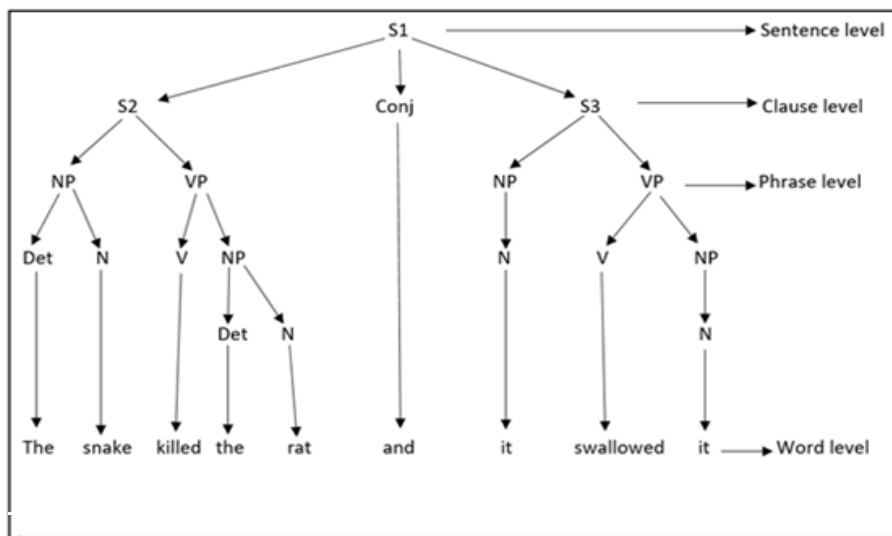
In this way, the NP and the VP can be broken into smaller units within the sentence. The NP is divided into determiner (Det) and noun (N), these constituents may function as a subject, but since the headword of the NP is a "noun," it can appear in other parts of a sentence such as the direct object, the indirect object, the subject complement, the object of a preposition, and the object complement. These functions will be determined according to its syntactic position and the speaker's intention. On the other hand, the verb phrase is divided into a verb (V) and a noun phrase (NP), but it can include more than one NP within the sentence as in the case of the direct object and indirect object. The verb can be either in its base form or with its corresponding auxiliaries. Besides, in the predicate, there can be just a verb phrase, but there is another type of phrases that can be attached to the sentence: prepositional phrases (PP), adjective phrases (Adj P), adverb phrases (Adv P), infinitive phrases (Inf. P) and gerund phrases (Ger P) as the most important and used in this investigation.

Each type of phrase always has a key element that defines it. For instance, the prepositional phrase has a headword as a preposition, and it is divided into a preposition and an NP. The adjective phrase is composed of an adjective, and this adjective can be modified by premodifiers and postmodifiers. The premodifiers are normally an adverb phrase, and the postmodifiers can be an adverb phrase, a prepositional phrase, or even a clause. Since adjectives modify nouns, they can be found in noun phrases as well. The adverb phrase consists of an adverb and its modifiers. The premodifier consists of an adverb phrase, and the post-modifiers can be either an adverb phrase, a prepositional phrase, or a clause. Finally, the infinitive phrase can be composed of the particle "to" and a verb in the base form and the gerund phrase is made up of a verb in its base form and the ending "-ing". These two phrases can be modified by a noun phrase, a prepositional phrase, an adjective phrase, or an adverb phrase. Every single constituent in these phrases has a specific function within the sentence; for example, a noun phrase as a subject, as a direct object, or an infinitive phrase as a subject, or an adjective phrase as the modifier of a noun phrase. These word combinations could have a limited range of

positions in the sentence but will have an infinite number of new meanings according to the speaker's intention.

The subcategories in every single phrase are the actual words the speaker uses to elaborate on his/her sentence. In syntax, this is the last level of syntactic analysis and accounts for the use and analysis of words in the sentence. The whole sentence requires the use of grammatical categories or as Carnie (2011) claims, the use of the part of speech. Therefore, the last level which is the word level requires the analysis of each element of the part of speech such; nouns, determiners, adjectives, pronouns, verbs, adjectives, and so forth. Analyzing the sentence up to this level helps to determine what the role of each constituent in the sentence is, how it is related to other features, and how its order affects the overall meaning of the sentence. The following sentence explains better how constituents and grammatical functions work together to create logical meaning and constructions in English.

Figure 1 Syntactic Analysis



Note: From Banjar (2011)

In the sentence in figure A1, it is shown all the syntactic levels of a compound sentence (S1); and each of its constituents. This compound sentence is made up of two independent clauses which are represented by S2 and S3, so this is the function they have. Besides, they are joined by coordinating conjunction which helps to connect the two ideas. Then, the phrase level comes from S2 and S3, which are represented by an NP and a VP, these two constituents' functions are represented as the subject and predicate of the two independent clauses. Each NP

is divided into a determiner and a noun, this category can vary depending on where it is collocated; as it happens in the second independent clause S3, the subject NP does not take a determiner (NP: "it"). On the other hand, the verb phrase is branched out in verbs and noun phrases; each verb of the verb phrase takes an object which is represented by an NP. For example, the verb "kill" takes the object "the rat" (NP), and the verb "swallowed" takes the object "it". Finally, the last level is representing one element at a time until it completes the whole sentence. In this analysis, each constituent has a specific role; "the" as a determiner, "snake" as a noun, "killed" as a verb, "the" as a determiner, "rat" as a noun, and so forth. Each label constituent represents or has a function within the sentence; for instance, the determiner "the" and the noun "snake" function as a subject, the verb "kill" and the noun phrase "the rat" as the predicate of the first independent clause. This analysis is based on word level and helps to establish syntactic rules to generate well-structured sentences in English.

This syntactic analysis is called "the rank scale" and explains how sentence constituents hierarchically occur Banjar (2011). Also, this rank scale explains the basic word order of the constituents in a sentence, clause, phrase, and word level. Studying this can set the common background to understand in simple terms what the level of grammaticality and syntactic analysis students need to understand to correctly build a sentence. In all well-formed sentences, there will always be an order to follow, but if it does not accomplish the rules of syntax, the sentence is taken as wrong or as an utterance that violates a rule prescribed in the grammar of the language or simply called constraints. Carnie (2011) claims that a constraint is a formal statement of impossible structures—structures that are claimed to be unacceptable to native speakers. Nevertheless, with help of syntax, it is possible to establish certain rules to create well-formed structures and avoid ambiguity in the sentence. In this way, syntactic analysis allows the speaker to understand the way each constituent is formed and categorized in its different levels. The sentence "The snake killed the rat and swallowed it" represents each of these four distinct levels and its functions.

2.4.7 Syntactic distribution

Normally, when writing a sentence, the parts of speech are seen as a set of elements with a specific purpose, noun, adjective, verbs, adverbs, etc. The syntactical analysis involves understanding their distribution and not their meaning, focusing on the places where the word appears Carnie (2011). Also, according to language files (2016) states syntactic distribution as “the set of syntactic environments in which an expression can occur. If two expressions are interchangeable in all syntactic environments, we say that they have the same syntactic distribution and therefore belong to the same syntactic category.” The analysis of sentence formation is under the governance of their distributions and constraints of syntax. Therefore, the creation of a specific sentence and the order of its elements will actually be more prevalent in certain environments than others.

2.4.8 The part of speech

The syntactic categories that build up sentences are also called parts of speech. As Carnie (2011) stated, "Syntactic categories or parts of speech are the groups of words that let us state rules and constraints about the form of sentences". Typical parts of speech are nouns, verbs, adjectives, adverbs, etc. These words can be categorized into parts of speech (lexical categories, word classes) based on their morphological, syntactic, and semantic properties Hana (2011). Certain words appear in different places according to their function and meaning in the sentence, so the main concern of this research study is to find the correct syntactic structure of the part of speech.

As Nordquist (2019) claims, word-class refers to the classification of words in line with their distinction between lexical and grammatical meaning. According to Hana (2011), word classes work together with lexical meaning and syntactic properties in parts of speech. These word classes are divided into two specific classes:

Open class: New and new items are added to the class over time – nouns, verbs, adjectives, and adverbs.

Closed class: It contains a small number of words, new items are added very rarely – determiners, pronouns, prepositions, conjunctions.

Open class

1. Nouns (N)

This part of speech is one of the most used in sentences in all languages. As the Merriam Webster dictionary (2020) suggests it refers to a thing, a person, an animal, a place, a quality, an idea, or an action. Nouns can be only one word, but there are some exceptions in other types of nouns such as compound nouns. According to Cambridge (2020), nouns are the major word classes in English, along with verbs, adjectives, and adverbs. In this way, nouns can be divided into the following list according to Ginger Software (2020), and another essential study found in Your Dictionary (2020) that categorized the use of nouns in English.

Proper nouns: They have two distinct features: They name specific one-of-a-kind items, and they begin with capital letters, no matter where they occur within a sentence. All nouns are words naming people, animals, places, things, and ideas as shown in table 1 below.

Table 1 Proper nouns

<u><i>Kind</i></u>	<u><i>Example</i></u>
Person	Napoleon
Place	the Amazon
City	Paris
Country	Canada
Holyday	New Year's Day
News paper	New York Post

Note: From Your Dictionary (2020)

Common nouns: these nouns are used to name general items rather than specific ones. Common nouns are everywhere and people use them all the time to name things of daily use; for example, house, pencil, table bridge, star, etc., as shown in table 2 below.

Table 2 Common nouns

<u>Kind</u>	<u>Example</u>
People	Father, mother, girl, boy, etc.
Things	Book, pencil, computer
Places	Continents, restaurants parks
Animals	Dog, cat, wolf
Ideas	Love, hate, respect

Note: From Your Dictionary (2020)

Abstract nouns: these nouns name ideas or concepts. They are not concrete. Your five physical senses cannot detect an abstract noun – you can't see it, smell it, taste it, hear it, or touch it. For example, anxiety, freedom, despair, beauty, culture, belief, adventure, etc. as shown in table 3 below.

Table 3 Abstract nouns

<u>Kind</u>	<u>Example</u>
Feelings	Anxiety, fear, pleasure
States	Freedom, liberty
Emotions	Anger, happiness, etc
qualities	Beauty, courage, determination,
Concepts	Culture, faith, motivation

Note: From Ginger Software (2020)

Countable and uncountable nouns: In English, countable nouns are any word that can be counted as one unit or more. These nouns can be counted either in singular or plural: dog, dogs. House, houses, pencil, pencils, and so forth. Uncountable nouns are words that are taken as whole units. These nouns cannot be counted or numbered in more units. Uncountable nouns are always singular, so they have to be used with singular verbs. Ex: water, cheese, information, garbage, equipment, etc.

Compound nouns: They are words for people, animals, places, things, or ideas, made up of two or more words. Most compound nouns are made with nouns that have been modified by adjectives or other nouns, for example, toothpaste, hometown, well-being, washing machine, etc. as shown in table 4 and 5 below.

Table 4 Compound nouns

<u>Form</u>	<u>Example</u>
Close form	keyboard, classroom
Hyphenated form	son-in-law, mother-in-law
Open form	post office

Note: From Your Dictionary (2020)

Table 5 Compound nouns patterns

<u>Pattern</u>	<u>Example</u>
Noun + noun	Football
Noun + verb	Haircut
Noun + adverb	passer-by
Verb + noun	washing machine
Verb + preposition	drawback

Note: From Your Dictionary (2020)

Irregular nouns: certain words do not follow the rules for regular plurals like adding "s or es" to the end of the word. Some nouns do not follow this rule because they just simply have no plural form at all. Irregular nouns can change or not in their form. For example man – men, fish – fish, mouse mice, penny- pence as shown in table 6 below.

Table 6 Irregular nouns

<u>Endings</u>	<u>Example</u>
“F” “Fe”	Wife = wives
“us”	Cactus = cacti
“o”	Potato = potatoes
“is”	Thesis = theses
“um”	Medium = media
“ix”	Appendix = appendixes or appendices
Same	Deer = deer

Note: From Your Dictionary (2020)

Possessive nouns: A possessive noun is a noun that shows the possession of something. In most cases, for singular nouns to show that possession, we add an apostrophe + s. For plural nouns, we simply add an apostrophe except for those few plural nouns that do not end in s. For example, the boy's ball, the girls' dolls, my friend's house, the students' names, etc. as shown in table 7 below.

Table 7 Possessive nouns

<u>Kind</u>	<u>Example</u>
Singular	Book's cover
Plural	Students' grades
Irregular	People's idea
Indefinite	Someone's car
Hyphenated	T-shirt's logo
Compound word	Post office's hours
Joined noun	Hansel and Gretel's story

Note: From Your Dictionary (2020)

2. Determiner

A determiner is used to modify a noun. It indicates reference to something specific or something of a particular type. This function is usually performed by articles, demonstratives, possessive determiners, or quantifiers.

Determiners have two main functions:

- Referring
- Quantifying

-Referring:

Referring means showing us who or what the noun is pointing to or talking about. The most common types of determiners which we use for referring are articles, possessives and demonstratives:

- Articles

The definite and indefinite articles are all determiners.

-Definite article - the

-Indefinite article - a or an (a is used before a consonant sound; and is used before a vowel sound.)

Examples:

Close the door, please.

I've got a friend in Canada.

- Demonstratives Adjectives

There are four demonstrative determiners in English and they are: this, that, these and those

Note that demonstrative determiners can also be used as demonstrative pronouns. When they are used as determiners, they are followed by the nouns they modify. Compare:

This is my camera. (Demonstrative used as a pronoun; subject of the verb is)

This camera is mine. (Demonstrative used as a determiner modifying the noun camera.)

- Possessives Adjectives

Possessive adjectives - my, your, his, her, its, our, your, their - modify the noun following it in order to show possession.

Possessive determiners are different from possessive pronouns - mine, his, hers, yours, ours, theirs.

Possessive pronouns can stand alone and are not followed by nouns.

Possessive determiners, on the other hand, are followed by nouns.

Compare:

This is my house. (my is a possessive determiner. It is followed by the noun house which it modifies)

Is that car yours? (yours is a possessive pronoun. It is not followed by a noun.)

- **Quantifying**

‘Quantifying’ means showing how much of something there is, or how many

• Quantifiers

Quantifiers usually indicate a non-specific amount and are often used to answer the questions “how many?” or “how much?”. They are commonly used before either countable or uncountable nouns which they modify.

Examples of quantifiers include: some, any, few, little, more, much, many, each, every, both, all, enough, half, little, whole, less etc.

He knows more people than his wife.

Little knowledge is a dangerous thing.

- **Order of determiners:**

When there is more than 1 determiner in a noun phrase, it is essential to follow a specific order as:

- **pre-determiners:**
- **main determiners:**
- **post-determiners:**

RULES:

Rule #1: Only one main determiner can be used before a noun phrase.

Rule #2: There can be one predeterminer + a main determiner.

Rules #3: There can be one or more post-determiner + a main determiner

In the table 8 below, there are some examples of the order of the determiners in a noun phrase and how many different options are when there is more than one determiner.

Table 8 Determiners

One of these +	One of these +			One of these +		
<u>Pre-determiners</u>	<u>Main determiners</u>			<u>Post-determiners</u>		
Quantifiers	Articles	Demonstratives	Possessives	Ordinals	Cardinals	
All, both, half, one-third, double, twice, ten-times	a/an/the	This/that/these/those	My/her/etc.	First/second/last/next	One/two.../more/much/more/most/few/little/less/least/several/other	
All		Those		Last	Few	dollars

Note: From “Order,” (n.d.).

3. Pronouns

As their name implies, pronouns ‘replace’ nouns, or rather whole noun phrases, since they cannot generally occur with determiners such as the definite article or premodification.

According to Quirk et al. (1976:204), the main differences between pronouns and nouns are the following:

Pronouns constitute a closed system, whereas nouns form an open class.

Many pronouns have certain morphological characteristics that nouns do not have:

- a) a) Case-contrast for subjective/objective case, e.g. I/me, he/him, who/whom.
- b) b) Person-distinction: 1st/2nd/3rd person, as in I/you/he.
- c) c) Gender-contrast: masculine/feminine/neuter in the 3rd person, as in he/she/it.
- d) d) Morphologically unrelated number forms, as in I/we, he/they (compared with the typical regularity of nouns: boy – boys, etc.).

Case

Nouns and most pronouns in English have only two cases: common case (children, somebody) and genitive case (children's, somebody's). However, six pronouns have an objective case, thus presenting a three-case system, where 'common' case is replaced by subjective and objective case.

Subjective: I – We – You – He – She – They

Objective: Me – Us – You – Him - Her - Them -

Genitive: My – Our – Your – His – Her – Their

Person

Personal, possessive, and reflexive pronouns have, unlike nouns, distinctions of person:

- 1st person = the speaker (singular I, plural we)
- 2nd person = the person(s) addressed (you)
- 3rd person = 'the rest', i.e. one or more persons or things mentioned (singular he/she/it, plural they)

Gender

In the 3rd person singular, the personal, reflexive, and possessive pronouns distinguish in gender between:

masculine: he/him/himself/his

feminine: she/her/herself/hers

non-personal: it/itself/its

Number

- Pronouns also express number, singular and plural. But with a few exceptions (one – ones, other – others, yourself – yourselves) pronouns do not indicate the plural by the general plural inflection of the noun -(e)s. In personal pronouns number is expressed by different words: I – we he, she, it – they

- The personal pronoun we does not denote I + I (+ I + I + ...) (cf. the boys = the boy + the boy (+ the boy + ...)) but 'I + one or more other'.

- The demonstrative pronouns this and that have the plural forms these and those.

- There are pronouns which are only singular in meaning (each, every, somebody, something, much, little); others are only plural (many, few, both, several). Many pronouns have one form for the singular and plural meaning (all, any, some, who, which).

Classification of Pronouns

1) Specific

- Central

- a) Personal

- b) Reflexive

- c) Reciprocal

- d) Possessive

A. Relative:

B. Interrogative

C. Demonstrative

1) Indefinite

- a) Universal

- b) Partitive

- c) Quantifying

Specific Pronouns

In table 9 below, a list with the personal, reflexive and possessive pronouns (and possessive adjectives) is shown organized by person, number and gender.

Table 9 Specific Pronouns

PRONOUNS			PERSONAL		REFLEXIVE	POSSESSIVE	
person	number	gender	case			function	
			subjective	objective		determiner	nominal
1st	singular		<i>I</i>	<i>me</i>	<i>myself</i>	<i>my</i>	<i>mine</i>
	plural		<i>We</i>	<i>us</i>	<i>ourselves</i>	<i>our</i>	<i>ours</i>
2nd	singular		<i>You</i>	<i>you</i>	<i>yourself</i>	<i>your</i>	<i>yours</i>
	plural		<i>You</i>	<i>you</i>	<i>yourselves</i>	<i>your</i>	<i>yours</i>
3rd	singular	masculine	<i>He</i>	<i>him</i>	<i>himself</i>	<i>his</i>	<i>his</i>
		feminine	<i>She</i>	<i>her</i>	<i>herself</i>	<i>her</i>	<i>hers</i>
		neutral	<i>It</i>	<i>it</i>	<i>itself</i>	<i>its</i>	<i>its</i>
	plural		<i>They</i>	<i>them</i>	<i>themselves</i>	<i>their</i>	<i>theirs</i>

Note: From “English,” by A. Svoboda, K. Kučera, 2003, Silesian University V Opavě, p. 60.

REFLEXIVE PRONOUNS

The ‘self-pronouns’ are formed by adding -self (plural -selves) to the possessive pronouns (determiners) of the 1st and 2nd person, and to the objective case form of the personal pronouns of the 3rd person. Reflexive pronouns have two distinct uses: non-emphatic and emphatic.

Non-emphatic use:

A reflexive pronoun indicates that the action expressed by the verb passes from the subject back again to the subject and not to any other person or thing. In other words the person denoted by the subject and the person denoted by the object are identical:

Emphatic use:

Reflexive pronouns in emphatic use occur in apposition, have heavy stress and, unlike reflexive pronouns in non-emphatic use, have greater positional mobility:

POSSESSIVE PRONOUNS

These consist traditionally of two series: the attributive (my, your, etc.) and the nominal (mine, yours, etc.)

The possessive pronoun *its* is very rarely used, but it could be used in such a sentence as: I feel some doubts about the color of *his*.

Note: 1. The nominal possessive pronouns are used in the conventional ending to letters: Yours sincerely/truly/faithfully, (+ name) 2. The construction noun + of + possessive pronoun requires a nominal possessive pronoun: He is a friend of mine. (Not: *a friend of me)

DEMONSTRATIVE PRONOUNS

Demonstrative pronouns have number contrast and both determiner and nominal function. The general meanings of the two sets can be stated as 'near' and 'distant' reference:

- Singular 'near' reference "this" "these"
- Plural 'distant' reference "that" "those"

INDEFINITE PRONOUNS

In table 10 all indefinite pronouns (universal, partitive, quantifying) are shown by singular and plural form and organized by countable and non-countable as well as personal and non-personal.

Table 10 Indefinite Pronouns

			Count		Non-count
			Personal	Non-Personal	
Universal	singular	pronoun	<i>everyone everybody each</i>	<i>everything each (place: everywhere)</i>	<i>it (...) all</i>
		determiner	<i>every, each</i>		<i>all</i>
	plural	pronoun	<i>(they(...)) all/both (them) all/both</i>		
		predeterminer	<i>all/both</i>		
Partitive	singular	pronoun	<i>someone somebody</i>	<i>something (place: somewhere)</i>	<i>some</i>
		determiner	<i>a(an)</i>		
	plural	pronoun and determiner	<i>some</i>		
		singular	pronoun	<i>anyone anybody</i>	<i>anything (place: anywhere)</i>
	determiner		<i>either any</i>		
	plural	pronoun and determiner	<i>either any</i>		
		singular	pronoun	<i>no one nobody</i>	<i>nothing (place: nowhere)</i>
	<i>none</i>				
	pronoun and determiner		<i>neither</i>		
	plural	pronoun	<i>none</i>		
determiner		<i>no</i>			
Quantifying	plural		<i>many few several enough</i>	<i>much(sing) little(sing) enough</i>	

Note: From “English,” by A. Svoboda, K. Kučera, 2003, Silesian University V Opavě, p. 67.

PARTITIVE PRONOUNS

In table 11, a list of the partitive pronouns is shown organized by the type of partitive pronouns that there are.

Table 11 Partitive Pronouns

	<i>some</i>	<i>any</i>	<i>no</i>	<i>every</i>
Person -body -one	<i>somebody</i> <i>someone</i>	<i>anybody</i> <i>anyone</i>	<i>nobody</i> <i>no one</i> <i>none</i>	<i>everybody</i> <i>everyone</i>
Thing -thing	<i>something</i>	<i>anything</i>	<i>nothing</i> <i>none</i>	<i>everything</i>
Place -where	<i>somewhere</i>	<i>anywhere</i>	<i>nowhere</i>	<i>everywhere</i>
Time -time(s)	<i>sometimes</i>	<i>(at) any time</i>	<i>never</i>	<i>always</i> <i>every time</i>

Note: From “English,” by A. Svoboda, K. Kučera, 2003, Silesian University V Opavě, p. 70.

4. Adjectives (adj)

Gradable and non-gradable adjectives

Adjectives can be divided into two classes: a large class of words which can be graded (gradable adjectives) and a small class that cannot be graded (non-gradable adjectives).

An adjective is gradable when:

- a) we can imagine degrees in the quality referred to and so can use it with words like very, too and enough: very good, too good, less good, not good enough, etc.
- b) we can form a comparative and superlative from it: (big), bigger, biggest; (good), better, best, etc.

An adjective is non-gradable when:

- a) we cannot modify it (i.e. we cannot use it with very, too, etc.)
- b) we cannot make a comparative or superlative from it: e.g. atomic, daily, dead, medical, unique, etc.

Attributive and predicative adjectives

The terms attributive and predicative refer to the position of an adjective in a phrase or sentence. We say that an adjective is attributive or is used attributively when it comes before a noun:

an old ticket, a rich man, a young girl

We say that an adjective is predicative or that it is used predicatively when it comes directly after a verb such as: be, become, seem

This ticket is old. Ann seems happy.

5. Verbs (V)

There are various ways in which verbs are classified. We begin with a classification that distinguishes lexical ('full-meaning') verbs from auxiliary ('helping') verbs. The lexical verbs (e.g. walk, write, play) form an open class, it means that new lexical verbs may be formed and added to the already existing number of many thousands of verbs (e.g. robot - robotize).

The auxiliary verbs represent a closed system, it means that their number is fixed and no new auxiliary verbs can be added. The auxiliaries are subdivided into primary (do, have, be) and modal (can, could, may, might, shall, should, will, would, must, ought to, used to, need, dare).

TENSE AND ASPECT

The table 12 shows the time and aspect of the verb "write" as an example.

Table 12 Time and Aspect

<u>Time</u>	<u>Simple tense</u>	<u>Progressive Tense</u>	<u>Perfective tense</u>	<u>Progressive Perfective tense</u>
Present	Write	am writing	have written	have been writing
Past	wrote	was writing	had written	had been writing

Note: Researchers' Own Creation

6. Adverbs (adv)

Basically, adverbs are words as important as adjectives or other parts of speech. According to yourdictionary.com An adverb is a part of speech that provides greater description to a verb, adjective, another adverb, a phrase, a clause, or a sentence.

A great way to pick out an adverb from a sentence is to look for the word ending in -ly. Although that is not universally true, it is a good place to start. Also, given their function, these fundamental elements of the English language are usually placed right before or after the verb in the sentence. Adverbs are intensifiers and they can even come in the form of an adverb phrase.

TYPES

There are different types of adverbs but the most known are: adverbs of manner, adverbs of time, adverbs of place, adverbs of frequency, adverbs of degree, conjunctive adverbs, etc.

Examples:

- He swims well.
- I will call you later.
- I regularly come to this museum.

7. Prepositions (prep)

Prepositions are short words that we usually use without realizing. According to Grammar Monster a preposition is a word (usually a short word) that sits before a noun to show the noun's relationship with a nearby word.

TYPES

There are five types of prepositions. They are simple, double, compound, participle, and phrase prepositions. A preposition is used to show a relationship between the noun, pronoun, or phrases in a sentence. They are used to connect people, objects, time, and locations. The most common that people usually relate are prepositions of time, place, or movement.

EXAMPLES:

- He sat on the chair.
- She lives near her workplace.

- The car went through the tunnel.
- a. in, on, about, with, at, to, of, under

Syntax: stand before noun phrases (see later, simply NP = Det (Adj) N)

Ex. on the table, with nice colors, about mammals

8. Conjunctions (Conj)

This is the last part of the speech included in the contents of snapshots. A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences. Without conjunctions, speakers are forced to express every complex idea in a series of short, simplistic sentences: I like cooking. I like eating. I don't like washing dishes afterward. Grammarly (2020)

Types

They normally come in three different kinds of conjunctions, and each of them serves its own, distinct purpose, but all join parts of the sentence together. According to Yourdictionary (2020), these conjunctions are divided into the following way:

Coordinating conjunctions: they are tag-team conjunctions. They come in pairs, and you have to use both of them in different places in a sentence to make them work. Correlative conjunctions connect two equal grammatical terms. So, if a noun follows "both," then a noun should also follow "and.", as shown in table 13 below.

Table 13 Coordinating Conjunctions

<i>Type</i>	<i>Example</i>
For	She must have been very hungry, for she ate everything immediately.
And	I will go to the market, and my sister will visit the dentist.
Nor	He doesn't eat cake, nor does he eat biscuits
But	I eat cake, but I never eat biscuits; I don't like them.
Or	Would you like cereal or toast for breakfast?
Yet	I love candy bars, yet I know they are not good for me.
So	He was very afraid, so he called the police.

Note: From Your Dictionary (2020)

Correlative conjunctions: they are tag-team conjunctions. They come in pairs, and you have to use both of them in different places in a sentence to make them work. Correlative conjunctions connect two equal grammatical terms. So, if a noun follows "both," then a noun should also follow "and.", as shown in table 14 below.

Table 14 Correlative Conjunctions

<i>Type</i>	<i>Example</i>
both/and	They like both pizza and hamburgers.
Whether/or	Whether you love them or hate them.
Either/or	We can go to either Greece or Spain for our holiday.
Not/but	I see you're in the mood not for desserts but appetizers.
Not only/but also	I took not only the pink sofa but also the Tiffany lamp.
Neither/ nor	Neither Lisa nor Helena had been to Italy before

Note: From Your Dictionary (2020)

Subordinating conjunctions: these conjunctions are parts of speech that join dependent clauses to independent clauses. Sometimes referred to as subordinators or subordinate conjunctions. Subordinating conjunctions are essential parts of complex sentences which include at least two clauses, one of the clauses being main (independent) and the other being subordinate (dependent) as shown in table 15.

Table 15 Subordinating Conjunctions

<i>Type</i>	<i>Example</i>
Time	After, as soon as, as long as, before, once, still, until, when, whenever, and while
Comparison	As much as, rather than, though, whereas, in contrast to
Cause	As, because, in order, that, since, and so that
Condition	Even if, if, in case, provided that, and unless
Concession	Although, as though, and even though
Place	Where, wherever

Note: From Your Dictionary (2020)

Sentence type

Sentences may have different degrees of complexity. They may consist of independent clauses and dependent clauses; the independent clause is also called the main clauses. Between each sentence, conjunctions are placed to connect them smoothly and avoid simplistic sentences. There are four types of sentences in English.

1. Simple sentences: a sentence that consists of one independent clause or main clause.
2. Compound sentences: a sentence that consists of two or more independent clauses or main clauses that are joint by a coordinating conjunction.
3. Complex sentences: a sentence that contains one independent clause and at least one full dependent clause with its own subject and predicate introduced by a subordinating conjunction.
4. Compound-complex sentences: a compound-complex sentence has two complete independent or main clauses connected by a coordinating conjunction, and at least it has to contain a dependent clause in any of the independent clauses.

Grammatical functions in the sentence

In the creation of the sentences, there must be a subject and predicate. Then this predicate must contain either an object or a subject complement depending on the type of verbs in use. These grammatical functions are represented in the parts of speech which are labeled as subjects, objects complement. Finally, according to Marjolijn, V., and Kim, S. (2000) those parts of the sentence that tell us when, why, how, and so on are called adverbials. These are the functions researchers want to foster in student's grammar competence through the application of snapshots.

The subject

As mentioned above, the sentence must have a subject to be considered as such, as Walden University (2020) "a subject is a part of a sentence that contains the person or thing performing the action (or verb) in a sentence." Besides, the subject can also be categorized as a simple subject, compound subject, and noun phrase. As YourDictionary (2020) the simple subject is the one that is made up of a person or thing or one-word refereeing to a noun or personal pronoun. The compound subject refers to the subjects that contain two or more nouns

or pronouns joined by a coordinating conjunction. And the last one is the noun phrase which contains a group of words that function together as a noun. They provide more detail than a singular - or even compound.

The objects

In English, there are two types of objects that come after transitive verbs. As Grammarly (2020) "An object is the part of a sentence that gives meaning to the subject's action of the verb." This object is divided into two parts: the direct object and the indirect object. A direct object answers the question of who(m) or what, and the indirect object answers the question of to whom, for whom, or for what Grammarly (2020). In this way, the analysis of sentences in this research project will be about the uses of these two objects in building-ups and sentences.

Object of preposition

After prepositions, there are normally certain elements that made up a phrase, but these phrases contain elements from the parts of speech that are categorized as the objects of the head preposition. As Grammar monster (2020) suggests "the object of a preposition is the noun or pronoun governed by a preposition. The object of a preposition is usually (but not always) the noun or pronoun to the right of the preposition." These nouns, pronouns, or phrases after the preposition must be in its objective cases to be categorized as an object of a preposition.

Subject complement

For the subject complement, it is necessary to point out which type of verbs they are related to. They follow the pattern subject + verb + subject complement, and for this to be accomplished, the subject complement refers to the adjective, noun, or pronoun that follows a linking verb Simmons (n.d). Thus, a linking verb is used to re-identify or to describe its subject since it links the subject to a subject complement according to Grammar Monster (2020). Some examples of linking verbs are the verb to be in all its inflections and the following list which are always linking verbs: become and seem.

Subject-verb agreement

In the creation of sentences, there is a necessity that the subject must be properly conjugated to the verbs in use. In English, there is no need that the subject must be conjugated in gender and number as other types of languages. English verbs are not conjugated for gender,

but they only require to match in number Joki (2016). This agreement must be reflected in the verb according to the subject, but sometimes this may vary depending on the type of subject to be used.

2.5 Semantics

Griffiths (2006) defines semantics as the study of word meaning and sentence meaning, abstracted away from contexts of use, is a descriptive subject. It is an attempt to describe and understand the nature of the knowledge about meaning in their language that people have from knowing the language. As it was mentioned before, sentences need to be not only grammatical but also logical. Also, he states that "semantics is the study of the "toolkit" for meaning: knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings".

In the building-up section of the written test, students take it once or twice in a semester, they are requested to come up with logical and complete sentences. Thus, it would be incorrect to write a sentence that says "The cat sang a beautiful song". In this case, not only semantics is being violated, but also lexical restrictions. A cat cannot sing a song since it is not a human that has the ability to talk. Of course, this statement might take place when talking of a cartoon or animated character, but this cannot just be inferred; it should be indicated by the context. However, as in the building up section, the sentences are found in isolation with no context, students must try to respect semantics and these restrictions.

2.5.1 Levels of meaning

Since semantics deals with the meaning of the language, Griffiths points out that meaning can be divided into three levels: word meaning (known as lexical meaning), sentence meaning, and utterance. However, this investigation will focus only in two levels of meanings: word and sentence meaning. These levels encode a specific message since it starts from the meaning of a word to the context in which these words are used.

2.5.1.1 Word meaning

Word meaning is also known as lexical meaning. Words by their form convey some meaning and can represent single and complete meanings. The proper form to understand the meaning of words is in terms of the denotation and restrictions that other words impose on them. For this, it is important to know what is understood by word and meaning. Words or a single word are lexemes. Palmer (1981) states that words are the smallest form that may occur in isolation. When seeing these concepts, a question arises since some grammatical words cannot be in isolation, but they represent the smallest units of a language. Nevertheless, in the words of Haida; Enhas (n.d) as cited in Lyons (1977), there are some distinctions between two types of words; full words and form words:

1. Full words: they are lexical items that can stand alone and seem to have a certain meaning that is expected to find in a dictionary. Full word- forms in English are forms of the major parts of speech. Some examples of full word- forms are: “sing”, “blue”, “gently”, “man”, “came”, “green”, “badly” which are represented by: nouns, verbs, adjectives, adverbs, which can be put in isolation and give meaning.

2. Empty words: Different terms stand for what empty words are such as “form words”, “grammatical words” “function words”, “structural words”. These terms differ grammatically and semantically from full word forms. One of the characteristics of these words is that they have only grammatical meaning. The meaning of these words can be stated only concerning other words or in a sentence. This type of words belongs to a variety of classes such as prepositions, definite and indefinite articles, conjunctions, and certain pronouns and adverbs, which combine with the major parts of speech in well-formed phrases and sentences. Also, they are defined in terms of their syntactic function rather than semantic function. For example, words such as “it”, “the”, “of”, “and”, “to”, “it”, “is” are a set of grammatical words that cannot stand alone to give a particular meaning in the sense that they should be combined with other elements or items to express a certain meaning.

For instance, it is inferred that words have meaning if they can stand alone and still have meaning by their own. Nevertheless, there are still words that need to be together with other words to have meaning. That is why, knowing the meaning of a word, a person can put them

together and produce phrases and even sentences. However, sometimes words infer meaning depend on the context in which they are used by the sender.

2.5.1.2 Sentence meaning

It has been described that word meaning is a lexical item that can stand in isolation and still have meaning. However, when they are put together, it is important to distinguish between one word and another and how they together convey a complete meaning. According to Kroeger (2018), the meaning of a sentence can be defined as a concept which provides a mental description of a certain kind of situation. For instance, sentence meaning deals with the meaning of syntactic units such as phrases, clauses, and sentences, and the semantic relationships between them as well. Of course, phrases, clauses, and sentences are made by putting together words which are in isolation following a certain order and giving them a correct meaning. For this, the meaning of the sentence is built from its parts, so it is important to identify the contribution that each part makes to the sentence. In this way, Löbner (2002) points out that “Although we usually understand sentences without any conscious effort, their meanings must be derived from our stored linguistic knowledge”.

One concept related to sentence meaning is the principle of compositionality. In the words of Ahmed (2016), this principle can be described as the meaning of a complex expression determined by the lexical meanings of each of its components, their grammatical meanings, and the syntactic structure of them. However, the sentences' meanings vary from one term to another which is understood as the arrangements of words in isolation to give a meaning following grammatical and syntactic rules. With this, he refers to the relation of sentences' meaning and compositionality.

2.5.2 Type of meaning

As mentioned before, semantics deals with meanings. However, these meanings can be interpreted in more than one way. It will depend on what the referent wants to transmit and how the receiver encodes and interprets that message. According to Leech (1981), there are seven types of meanings; however, only two types of meanings will be taken into account for this investigation. These types of meaning are connotation and denotation.

1) Conceptual meaning: This is also known as denotative meaning. This type of meaning refers to dictionary-derived definitions. This is related to the things that are stored in our minds. For instance, we carry a huge 'lexicon' where all the words we know and their meanings are stored in our minds. A word's denotation is whatever that word directly refers to, roughly equivalent to its lexical definition. For instance, here, literally, what a person means what he or she says, literally.

2) Connotative meaning:

Often many words denote approximately the same thing, but their connotations are very different. Here, connotation deals with someone's personal meaning, implication, or interpretation of a word. So, it is understood that connotation can vary, to some extent, from one person to another with the same speech community.

To take an example of those meanings, imagine a student who writes a sentence. Then, the teacher read those sentences, but he finds the sentence wrong. This is because the student imposes a meaning to the whole; however, to the teacher, the same sentences convey a different meaning. This is because a word can have more than one meaning and depends in which context the words are used; they will convey a meaning.

2.5.3 Selectional restrictions

Brinton (2000) points out that there are restrictions on the compatibility or combinability of words. Not only does a word contain certain semantic features, but it may also require that words with which it occurs contain certain features. These features are called selectional restrictions. In this way, when talking about a subject, for it to take the verb fly, it should be [+WINGED], or for it to take the adjective pregnant, it should be a [+ANIMATE] and [-MALE].

As Brinton (2000) also claims, figurative language usually violates selectional restrictions, but figurative language allows interpretation to occur. When developing the building-up section, these restrictions must be taken into account. It is not a matter of only following the grammatical pattern, but it is a matter of writing logical and coherent sentences. Of course, when using idioms, these selectional restrictions are also violated even though they do not really depend on interpretation like figurative language since idioms usually have meaning as a whole unit not by giving meaning to each word. However, it is allowed to violate selectional restrictions in these specific cases. Usually, the use of these idioms is specified in the patterns.

2.5.4 Ambiguity

In English, many words have multiple meanings. Chierchia & McConnell-Ginet (2000) declare that 'ambiguity arises when a single word or string of words is associated in the language system with more than one meaning'. On the other hand, according to Palmer (1981) multiplicity of meaning is a general characteristic of any language. For this, there are different types of ambiguity; however, only two of them will be analyzed.

2.5.4.1 lexical ambiguity: Gleason (1965) states that lexical ambiguity can be considered "vocabulary ambiguity"; however, Ruby(1962) considers it as "simple ambiguity", which results from the use of a single word to convey more than one sense. There are 2 types of ambiguity such as polysemy and homonym.

Polysemy: Kempson (n.d) states that "a polysemous item is one whose semantic representation involves a disjunction between all the interpretations that the lexical item may be or each listed with the context which determines the particular interpretation". This means

that one word can have more than one meaning, and it depends on the context in which the word is used that a person could understand what it denotes.

Homonymy: Panman (1982) declares that homonymy can be defined as the phenomenon where two or more words have a phonological similarity. This means that a word can have the same pronunciation but it infers different meanings. Here, the phonology of words helps listeners to understand the meaning.

2.5.5 Elaboration of Cohesive Sentences

One of the bases to construct sentences is to understand language. (Downing & Locke (2006) state that language is for communication. Every language contains sentences, and these sentences have an established structure constituted by smaller elements. Thus, the term “structure” refers to the relationships that exist between the small units that make up a larger unit. In this case, these smaller units are called ‘constituents’. As Brinton (2000) claims “Constituents are the proper subparts of sentences. There are different types of constituents classified by the categories which constitute them; these have different functions and internal structures with elements arranged in a specific way. And they may themselves be complex, containing other constituents.”. The structure of a sentence and its constituents are important concepts that students must manage to create building up sentences since for these sentences, students must use the constituents required and in a logical order.

Kinney (n.d) stated that a cohesive sentence is the one that must be able to stick together. It must have cohesion: the ability to stand alone as an independent sentence. Additionally, cohesive sentences always have a noun and a verb, and they must make sense and flow with the sentences around it. Thus, cohesive sentences will be also defined as complete sentences, which elements are connected among them, and that convey a clear and logical message. According to Simmons (n.d), a complete sentence has three characteristics: First, it begins with a capital letter. Then, it includes an end mark, either a period, question mark or exclamation point. Finally, the complete sentence must contain at least one main clause which contains an independent subject and verb and which expresses a complete thought.

2.5.6 Production of sentences

As it was mentioned before, when creating sentences for the building-up section, the writer must know about the basic grammatical rules of the English Language, as it is in this case for the Intensive Intermediate English II students. Gleason (1965) states that sentence patterns are called patterns because they are made of parts that occur over and over in the language. A sentence pattern is built up out of constructions. Once the constructions are known and understood, additional sentence patterns can be made at will by simply seeking new combinations, which follow the rules of the system.

In addition, In the words of Gleason (1965), every acceptable English sentence has a structure. Each language has a fixed system in which the element order is established. One of the main requirements when producing sentences, and more specifically, building-up sentences, is to follow the pattern established. For instance, he also claims that this system is defined as classifications of words and other elements, constructions, and rules for combining constructions. For instance, for non-native speakers, it is necessary to learn the grammatical system of the foreign language they want to speak.

Moreover, when producing a sentence, it involves stringing words together to convey a message a person wants to communicate while also adhering to the grammatical, syntactic-semantic rules of a particular language. Certainly, in this investigation, an important property of the production of sentences is that students create novel utterances or sentences that can be as unique as their thoughts by selecting from a variety of words and sentence structures.

2.6 Snapshots

Even though the word snapshot had different meanings, in this research project it was used and defined as a brief explanation or summary of a reading piece or as a short description that tells the reader something in particular Snapshot (n.d.) in your dictionary online. In addition, according to Macmillan Dictionary snapshots were defined as a short description that tells you what a particular place or situation is like at a particular time. Basically, snapshots were shorts and concise pieces of a reading to have a better understanding and analysis of the texts.

2.6.1 Importance of snapshots

Snapshots were useful pieces of writing for analyzing texts in a short way and having a better understanding of sentence word order. The implementation of snapshots helped students to focus on one important piece of a topic and interpreted sentences more clearly. This practice allowed teachers to create different activities rather than using the traditional practices to vary the interactions learners had with new knowledge and maximized its effectiveness. These short sessions of activities covered a range of topics to help students to understand certain topics better and to provide educational opportunities for students to see more information and get more familiar with the elaboration of sentence patterns. The fact that students practiced in a different way allowed the teacher to vary the activities learners had and to change the old school way in which students were accustomed to learn sentence patterns.

2.6.2 Snapshots developed reading skills

Snapshots not only helped students in analyzing sentence patterns but also stimulated their reading skill. In the words of Linda Hoyt, author of the popular *Revisit, Reflect, Retell*, and the book “snapshots”, (Hoyt, 2020). “Snapshots are essential because it will help teachers broaden their students’ vision so they can see the many functions of literacy and apply them in real and meaningful ways. That is the reason why she created a series of mini lessons for students based on the use of snapshots because they help students to understand and to capture the main points of the readings providing the necessary clues to get a better analysis of texts”. Once students clearly understood the meaning of the text, they quickly identified and interpreted features in sentences. Moreover, through the usage of snapshots students improved their reading level, accuracy, fluency, and comprehension. According to One to one a children’s literacy program. (n.d). “there are different stages of readers which are emergent, beginning, transitional, and independent readers”. No matter the stage in which students were with the use of snapshots they improved important aspects such as vocabulary, reading comprehension, and fluency. Once students had acquired the idea of reading short passages (snapshots), they were able to recognize features in sentences and brought logic to their analysis.

2.6.3 Snapshots developed grammar competence

First, it is important to remember the meaning of grammar competence. Grammar competence was “the mastery of the linguistic code. It is the ability to recognize lexical, morphological, syntactical, and phonological features of a language and to use these features effectively to interpret, encode, and decode words and sentences” (Igi Global, 2020). Basically, snapshots dynamized students’ ability to produce sentence patterns. Through the usage of activities that included snapshots students had the opportunity to improve their grammar competence because snapshots allowed them to get the most important things so they came up with sentences and ideas faster. Moreover, with Snapshots students had the advantage to analyze sentences more effectively since they looked at a short reading finding the most important things and the fundamental information to create a complete analysis. Developing sentence patterns through snapshots students experienced a different way of identifying and elaborating sentences because they read the snapshot, analyzed it, and saw all the features that were involved in each of the sentences. Also, teachers had a control in the way students worked in the building-up section because teachers already knew the sequence of patterns.

2.6.4 How teachers implemented snapshots to teach a specific topic?

In each session using snapshots, teachers carefully selected the material according to the specific necessities in students. Also, the text and/ or passages that were used for this type of assessment were the ones typical of the type and level that the teacher wished to use. The first thing to do was to select some reading material that was representative of the topics that students were learning in classes; it could have been an article from the national geographic world, or a short selection from a book, magazine, or website. Then, teachers took the most important aspects to summarize it in 5 or 6 lines. Finally, teachers placed the corresponding instructions and the snapshot was ready to be used in the class (Blachowicz et al., 2001. P. 99). An important thing to avoid was highly technical material or unusual and exotic vocabulary to avoid confusion.

2.6.5 Using building-ups in snapshots

Snapshots were meant to complement, not to replace at all the traditional way in which students learn sentence patterns. Building-ups in snapshots were developed through a syntactic analysis which referred to the process of analyzing a string of symbols (formation rules), either in natural language, computer languages or data structures, conforming to the rules of a formal grammar. Also, this type of analysis determined the relevant components of a sentence describing these parts grammatically and all the component parts of a sentence were called constituents. Snapshots principally focused on taking out all the features in a sentence and explaining those features according to the syntactic analysis that included sentence level, the clause level, phrase level, and word level, that was known as the rank scale SENTENCE ↔ CLAUSE ↔ PHRASE ↔ WORD ↔ MORPHEME. Moreover, it was important to mention that syntactic analysis involved first breaking down the sentence into its constituents and labeling each constituent, stating what (form) type of constituent it was, and what grammatical function it possessed.

2.6.6 Developing snapshot activities

Working with snapshots activities was a good way to teach a specific topic attractively and differently. Snapshots activities consisted of short pieces of reading in which students pinpointed the different constituents they were asked to find. Using snapshots activities had a positive impact on students since they practiced not only reading but also identifying features in sentences. For example, students were asked to read a snapshot (appendix D) to identify and categorize one part of speech. In this case, students were going to look only for nouns. They had to categorize each noun in the table and write what type of noun it was as well as the function that that noun performed in the sentence. In this case, students could read the snapshot as many times as possible to identify which was the function of each noun they found in the sentence. Also, with snapshots activities, students worked organized and teachers could measure students' ability to categorize nouns from a snapshot according to the contents studied in classes.

2.7 Inductive Reasoning

A simple definition of inductive reasoning is the observation of specific situations or premises to draw a general argument that can or cannot be true (Depoy & Gitlin, 2016). Inductive reasoning in learning can be very valuable as students make sense of the environment in which they are developing. People do not have a memory of how they started to learn, but it is clear that that process was influenced by observation, imitation, and repetition; therefore, the inductive method is present since the very beginning of learning (Loke & Ong). These types of reasoning can be applied in grammar learning as well by directing them to notice patterns for them to work on or infer the “rule” for themselves before even learning it (Oxford, 2015).

2.7.1 Contextualization

Contextualization means putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only. Contextualizing language tries to give real communicative value to the language that learners meet. The context can help learners remember the language and recall it at a later date. Learners can use natural learning strategies to help them understand contextualized language, such as guessing meaning from context. Contextualization (n.d) in British Council. Contextualized grammar is important since students have the opportunity to practice sentence structures authentic texts to learn grammatical rules. According to Goode, 2000; Sams, 2003; Sedgwick, 1989 (As cited in Kathryn Di Tommaso, Former NCSALL Fellow World Education, Inc. “Contextualized Grammar”. n.d.) the rationale for teaching grammar in context is that because students have difficulty transferring what they learn in drills to their writing, grammar should be taught through the writing itself. Various methods of contextualizing grammatical concepts can be used to improve the writing skills of college transition students. Grammar is contextualized in different approaches, and some of them include teaching skills and then showing how they can be applied in context writing. However, others use essays written by students to discover and learn grammatical concepts. As mentioned in the article “Contextualized Grammar”. (n.d) approaches to Contextualized Grammar Instruction are shown in table 16 below.:

Approaches to Contextualized Grammar Instruction are shown in table 16 below.

Table 16 Approaches to Contextualized Grammar Instruction

<u>How contextualized?</u>	<u>Using what?</u>	<u>Examples</u>
Somewhat	Rules and diagrams	Memory aids, questioning, frames, charts
Mostly	Sentences	Sentence combining, transformational exercises, sentence modeling, sentence expansion, sentence rewriting, discovery approach
Entirely	Compositions	Grammar-specific topics, essay editing models, self-correction strategies, process methods

Note: Researchers own creation

Students combining is a form to learn Grammar through contextualized sentence practice. Basically, is about working with a variety of grammatical concepts such as subordination, infinitives, and prepositional phrases. As mention in table 16 some activities involve combining sentences with the use of cues, such as apostrophe-s plus –ing. For example, consider the sentences I was worried about SOMETHING and My brother had disappeared mysteriously. Students combine the sentences as indicated by the cue apostrophe-s plus –ing: “I was worried about my brother’s mysterious disappearance.” (D’Eloia, 1987). Other sentence-combining activities eliminate all cues, allowing students to devise their own combinations. The most effective sentence-combining exercises use sentences from student-written drafts or provide context in terms of writer, reader, and purpose (Rose, 1983). Moreover, with transformational exercises Students practice correct usage by choosing sentences from their compositions and rewriting them. They are asked to change present-tense verbs to past tense or to change first-person pronouns to third-person, and so on (Meyer, 1986). In sentence modeling students just write sentences based on the pattern of a sentence from a literary work being read in class. And in sentence expansion students write their own subject and verb and then are instructed to add various syntactic structures like modifiers. Eventually, students are asked to add to the subject and then to add to the predicate in a variety of sentence patterns (Sedgwick,

1989). In sentence rewriting Teachers can mark a sentence in a student's draft that is in need of revision, but not state what the error is or how to correct it. Students then rewrite the grammatically incorrect sentence on a separate sheet of paper along with an explanation of the error(s) in the students' own words. If desired, students can also use a writing reference text or a list of common errors provided by the teacher to help them identify their errors. They can then write several sentences using the pattern correctly, keep a journal of their most common errors, and even give a lesson to the class on that grammatical concept (Sedgwick, 1989). Through contextualization, students have the advantage of learning sentence patterns in a more real and meaningful way.

Finally, having given a long and extensive explanation of sentence structure, patterns, grammaticality, among many other terms stated and discussed in this chapter, the research teams intends to provide a useful collection of theory to see the importance of innovating the way the build up section in the written test is being conducted through teaching and assessment. Facing a global sanitary emergency, this study provides the fresh manners this section was taught, reasoned, and adapted to the new technological environment.

2.8 Hypothesis

The application of contextualized syntactic snapshot at the Western Multidisciplinary Campus of the University of El Salvador, semester I, 2020 will reinforce Intensive Intermediate English II students' grammar competence for the elaboration of grammatical sentences in the written test.

	<p>frames through an early induction of metalanguage using feature recognition practice in Google Classroom at the western multidisciplinary campus of the university of El Salvador semester I, 2020</p> <p>To maximize Intensive Intermediate English II students' application of grammatical scenarios through the completion of focused building-up practice in the Google Classroom platform at the Western Multidisciplinary Campus of the University</p>	<p>Multidisciplinary Campus of the University of El Salvador, Semester I, 2020?</p> <p>How well do Intensive Intermediate English II students perform the application of grammatical prototypes at the western multidisciplinary campus of the university of El Salvador semester I, 2020?</p>			<p>grammar competence</p> <p>The elaboration of grammatical sentences</p>	<p>sentence elements in English.</p> <p>Students will create well-formed sentences including all the syntactic elements</p>	<p>grammatical scenarios</p> <ul style="list-style-type: none"> ● Conformity of the rules to make a well-formed sentence (grammaticality) ● Ability to categorize the features of the building-up in a sentence ● Word order of part of speech in a sentence ● Logical and cohesive sentences 	<p>Production task 3</p> <p>Checklist</p>	<p>June</p> <p>June</p>
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	of El Salvador semester I, 2020	<p>What is the current ability of Intensive Intermediate English II students to elaborate grammatical frames in virtual activities at the Western Multidisciplinary Campus of the University of El Salvador semester I, 2020?</p> <p>How well do Intensive Intermediate English II students apply grammatical scenarios using a set of features from a building-up</p>							
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		at the Western Multidiscip linary Campus of the University of El Salvador semester I, 2020?							
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Table 17 Operationalization of the Variables

CHAPTER IV:

METHODOLOGICAL DESIGN

This chapter described the methodological tools that were used to find out information about “The Application of Contextualized Syntactic Snapshots to Reinforce Intensive Intermediate English II Student’s Grammar competence for the Elaboration of Sentences in the written test at the Western Multidisciplinary Campus of the University of El Salvador, Semester I,2020”. This part comprised eight main divisions which also had some subdivisions. It started with the paradigm and type of study followed by a short description of the sampling procedure. In addition, the preliminary phase which consisted of approaching the field of study, diagnostic study, and definition of the problem were pointed out. Also, the planning phase and all the corresponding points which were the literature review, operationalization of variables, data collection instruments, validation of data collection instruments, validity and reliability, and ethical aspects were developed. The execution was explained in detail; this part consisted of the data collection procedures, data processing, and data analysis and interpretation. Lastly, the timeline and budget were described.

4.1. Paradigm and Design

For making the study, “The Application of Contextualized Syntactic Snapshots to Reinforce Intensive Intermediate English II Student’s Grammar competence for the Elaboration of Sentences in the written test at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2020”, researchers used the quantitative and exploratory paradigms to provide a more complete picture of the phenomenon under study. The quantitative paradigm will be used to measure the results of the project while the exploratory paradigm will serve because little is known about the phenomenon studied, and there are no previous studies that combine the elements discussed here.

To carry out the study ,“The Application of Contextualized Syntactic Snapshots to Reinforce Intensive Intermediate English II Student’s Grammar competence for the Elaboration of Sentences in the written test at the Western Multidisciplinary Campus of the University of El Salvador, Semester I,2020”, an action study will be carried out under the mixed method paradigm. This paradigm fits with the investigation since the main reason to carry out this

research study was to prove that the use of contextualized syntactic snapshots reinforces grammar competence in the target population.

4.2. Sampling Procedure

The target population for the purpose of this study will be the students of Intensive Intermediate English II of the Western Multidisciplinary Campus of the University of El Salvador, Semester I 2020. All these students taking this course are divided into six groups that work with the same contents along the semester. This population, altogether, surpasses one hundred people; therefore, the research team applied the cluster sample procedure in order to work adequately. The cluster sample allows the researchers to take only a small part of the total population that presents this phenomenon. The investigators worked with just one group out of the six that were taking the subject at that time for the study since they were willing to help because they showed in the diagnostic test to have problems when writing sentences in the building up section. It should be noted that the sample was selected at the beginning of the semester, and the researchers found a way to reach the students and work the study through online sessions as described in this chapter.

4.3 Preliminary Phase

Coming up next in this part, the investigators explained in detail how they approached the field of study to execute a diagnostic test to the students of Intensive Intermediate English II semester I, 2020. This test provided information for the researchers that they analyzed later to describe the phenomenon.

4.3.1 Approaching the field of study

To approach the field of study, researchers applied the corresponding procedure to select the group of Intensive Intermediate English II; to begin, a letter was addressed to one of the teachers in charge of the group to get access to the students during the first week of February of the current year. With the permission of the teacher and students, researchers made sure to inform the purpose of the study to students and then administered a production task (written test) to measure students' academic performance in building-ups. Then, researchers continued the diagnosis with a questionnaire addressed to Intensive Intermediate English II students. The purpose of this first questionnaire (Appendix B) was to know students' perspectives upon

building-ups. After that, researchers created a second questionnaire addressed to the teachers of the English Language Department to get reliable data about the implementation of building-ups in the levels of Intensive English, during the second week of February of the current year.

After analyzing the questionnaire addressed to the teachers and the production task and questionnaire addressed to students, researchers found out that students have difficulties in their grammar competence to solve the building-ups of the production task addressed to them and that they lack the practice of syntactic analysis on such part of the test. In this way, researchers became aware of the necessity for more accurate practices for students in this section. Therefore, researchers decided to conduct this research project, using contextualized and syntactic snapshots to reinforce student's grammar competence for the proper resolution of the building-up section.

4.3.2 Diagnostic Study

To establish the scope of the problem, and to measure how serious the problem regarding sentence formation in the building-up section for students of Intensive Intermediate II, at the University of El Salvador, Western Multidisciplinary campus semester I, 2020 was, researchers were in the need to use two tools directed to teachers of the English Language Department, the majority of them working with the English Intermediate II subject or having experience in it, and the students of the group II. The tools that were used in order to gather information about the problem were a diagnostic test (Appendix A) and a questionnaire (Appendix B).

The third tool was a questionnaire (Appendix C) addressed to some teachers of the English Language Department. In this tool, researchers found out that the building-up section of the written test causes certain problems in students for different reasons. Some of these were attributed to the lack of practices teachers made before the test. A first interviewed teacher said that exercises on building-ups must always be given to eradicate the idea that practices must be done just to pass exams. Moreover, there was a second teacher who said that he tackles the exercise only if it will be part of the written evaluation. Another teacher also said that students should be continuously exposed to practices if the purpose is to have students excel to identify and use the different parts of speech.

A second interviewed teacher said that only two or three practices about building-up a month were administered by this teacher. This teacher also stated that students should receive

more practices during the semester since these types of exercises (building-up sentences) are complicated for them. A fourth teacher also said that photocopies with practices were given to students, but these did not do them. Another teacher added that if students identify and use parts of speech correctly, they would not have any problems in the building up section.

The first tool was a diagnostic test (Appendix A) aimed to measure the students' knowledge about grammar and their capability to construct sentences with specific patterns. The research team found out in Appendix A the evident problem that students of Intensive Intermediate English II have when solving the building-up section in the written tests. The diagnostic was made of five different pattern exercises which contained sentence features according to their level. With this diagnosis, the purpose was to evaluate not only the content of the sentence, but their logical meaning too.

4.3.3 Definition of the problem

The diagnosis stated above helped the researchers have a clearer view and provide reliable information useful to define the problem. The preliminary diagnosis showed that Intensive Intermediate English II students have difficulties when solving the building-up section of the written test. The main purpose of the building-up section of the written test is to evaluate student's ability to recognize grammatical features and to apply them to create well-structured sentences (to assess their linguistic competence) as well as to write full and logical sentences. For this, a production test (Appendix A) consisting of 5 building patterns was deliberated to verify students' major problems when solving this section. However, students seem to have a weak mastery of the English language conventions.

One of the signs observed was that students were unable to recognize some syntactic features. Also, they were not able to apply those features properly. Another problem that students faced was pronoun reference or faulty pronoun use. Inflectional error, ambiguities and misspelling were other problems found out when administering this task. Apart from these errors, there is another problem that students face when they create a building-up sentence. This goes beyond the syntactic level, and it is found in semantics. It meant that not only syntactic but also semantic analysis was needed to build up sentences. Here, students were asked to write a well-structured sentence as well as giving it a complete and understandable meaning. Moreover, the creation of a sentence in the building-up section of the test is aimed to foster

students' language awareness since they have to apply certain syntactic elements, grammatical rules, exceptions, and semantic meanings to create well-formed sentences in the English language.

After administering the production task, a questionnaire (Appendix B) was passed to the students to reveal some of the possible causes why they present a low performance in the building-up section. Some possible drawbacks were weak mastery of English conventions, lack of practice, lack of self-regulation to tackle this section, and the mismatch between the structures and the requested controlled sentences in the section of the test. Thus, the data gathered through the tools revealed that mainly these factors are hindering students' performance in the building up section of the written exam.

4.4 Planning Phase

After having carried out the diagnosis that showed that the problem was real, the researchers started to create the plan of intervention based on what they found in the theory selected to work with the selected population. In this theory, the very preliminary findings lead the research team to define possible indicators for each variable shown in the following chapter. In this way, the researchers started developing the operationalization of the variables which were going to be aligned to write some data collection instruments.

4.4.1 Literature Review

The researchers consulted different sources of information such as books, articles, websites and even some other thesis projects to build up the theory. All this collection of information was useful for the research team since they selected the most accurate information; then they analyzed and interpreted it to create the theoretical framework. Likewise, the investigators applied the APA system to layout the theory and also cite the important information gotten from several sources in order to not plagiarize. In this section, the information regarding the two variables formulated for the research study as well as the key concepts gotten from the indicators or even sub indicators through a compilation of all the selected data is found and discussed. Since there was no previous attempt from other researchers to investigate such a topic, researchers versed the theory and analyzed the phenomenon to list

and pinpoint the underlying theory regarding this very specific approach to the problematic situation.

4.4.2 Operationalization of Variables

The variables of the investigation were formulated making sure that they are observable and measurable taking into account what the research implies. These variables were chosen after reviewing the whole theory, and later, the investigators identified the proper indicators for the work. Each variable deployed a certain number of indicators that were set in order so that the researchers could start the process of investigation with no inconvenience. All of these is summarized in table 18 below.

Table 18 Hypothesis, Variables and Indicators

Hypothesis	Variables	Indicators	
The application of contextualized syntactic snapshot at the Western Multidisciplinary Campus of the University of El Salvador, semester I, 2020 will reinforce Intensive Intermediate English II students' grammar competence for the elaboration of grammatical sentences in the written test.	Independent	<ul style="list-style-type: none"> • Explanation of the parts of speech in context through metalanguage • Gradual incorporation of the parts of speech according to the grammatical function • Contextualization of the parts of speech in a sentence 	
	The application of contextualized syntactic snapshots		
	Dependent	<ul style="list-style-type: none"> • The application of grammatical concepts • The application of grammatical frames • The application of grammatical scenarios 	
	The reinforcement of students' grammar competence		
	The elaboration of grammatical sentences		<ul style="list-style-type: none"> • Conformity of the rules to make a well-formed sentence (grammaticality) • Ability to categorize the features of the building-up in a sentence • Word order of part of speech in a sentence • Logical and cohesive sentences

Source: researchers' own creation

4.4.3 Data Collection Instruments

To conduct the research study "The application of contextualized syntactic snapshots to reinforce Intensive Intermediate English II student's grammar competence for the elaboration of sentences in the written test at the Western Multidisciplinary Campus of the University of El Salvador semester I, 2020" researchers used instruments based on the objectives, variables, and indicators of this action research. For the diagnosis, two questionnaires and a production task were used. For the interventions, snapshots, production tasks, worksheets, and assessment instruments were used. They were designed in such a way to obtain reliable quantitative data to improve and measure students' academic performance in building-ups.

Firstly, to gather reliable information for the diagnosis, the researchers used a production task (appendix A) to measure students' performance in building-ups. This instrument contained a set of seven building-ups similar to the ones that are evaluated in the written test. These building-ups were created according to the contents that students studied in Intensive Intermediate English I. Then, researchers administered a questionnaire to students (Appendix B) to analyze their points of view according to their experience with the building-up section. The purpose of this instrument was to determine whether students find building-ups the most difficult part of the test or not and to know the amount of practice they do themselves or with the teachers. To finish with the diagnosis, researchers used a questionnaire (Appendix C) addressed to the teachers who have taught English in Intensive Intermediate English II. This instrument contained different aspects to consider when teaching and testing building-ups in students. These aspects were transferred to questions so that teachers could answer according to their teaching experience in implementing building-ups. These questions point out what is necessary to know when teaching building-ups in and out of the classroom.

To begin with the interventions, researchers carried out eight sessions of snapshots in which they used the part of speech to teach important elements of grammar for the building-up section. Each snapshot was developed online through asynchronous video classes. Each snapshot consisted of three parts. The first part was about the snapshot presentation, and it contained one element of the part of speech in context. Then, the second part consisted of the grammar explanation, the main uses of the feature, the different types, and their functions in a sentence. Finally, the last part consisted of guiding students to apply the syntactic order of the

parts of speech concerning the rest of the elements of the sentence. These sessions were developed through the contents that students learned in the English courses of the major and additional material for the creation of well-formed sentences. Therefore, the eight sessions of snapshots were compiled in a macro lesson plan (Appendix D) with the following lessons: snapshot 1 of nouns, snapshot 2 of determiners, snapshot 3 of pronouns, snapshot 4 of adjectives, snapshot 5 of verbs, snapshot 6 of adverbs, snapshot 7 of preposition and snapshot 8 of conjunctions.

Furthermore, researchers administered three production tasks for each snapshot during the interventions to verify student's academic performance in building-ups along the way. The first production task contained two parts. The first part comprised a second snapshot with the elements of the part of speech, and students categorized them into their type and function according to the context in which they appear in the snapshot. The second part consisted of a matching practice. It had complete sentences and their corresponding building-ups, so students matched them while they recognized the part of speech from a sentence into a building-up or vice versa. Besides, this practice tested students' ability to contrast the elements of the part of speech in grammatical structures where they can appear.

Also, the second production task to verify students' performance in the snapshots will consist of the second series of snapshots for students to practice and identify the syntactic features of the part of speech in discourse. Then, they had to look for the features in building-up pattern and sentences at the same time to match them according to their corresponding building-up or sentence. This practice required students to write the part of speech in a specific position and/or function. Finally, this practice measured students' ability to create sequences or grammatical scenarios from a limited set of elements in the building-up section of such a production task. These practices were added to the macro lesson plan (Appendix D) in which researchers used a controlled practice and a semi-controlled practice for each lesson of the snapshots.

To evaluate students' overall performance after the interventions, the researchers created two production tasks based on the contents studied in the major and the virtual sessions. The goal of the first production task (Appendix E) was to verify student's enhancement after the interventions, and it consisted of the same five building-ups asked in the diagnostic test and the

other 10 building-ups as the ones of the English written test. The second production task (Appendix F) incorporated a series of small snapshots; one for each part of speech. In this part, students were asked to identify and distinguish the syntactic features of sentences according to their grammatical function in the contextualized snapshot. The second part of this production task included 10 building-ups gradually based on the parts of speech. With the help of this test, the research team was able to verify in students the use of grammatical prototypes, the elaboration of grammatical frames, and the application of grammatical scenarios through the implementation of the snapshots during the interventions. Thus, these two production tasks were used to verify how much students improve their grammar competence from the beginning until the end of this investigation.

Finally, after each intervention of the snapshots, one assessment instrument (Appendix G) was used to measure students' performance in the practices of the lessons. The first part of the assessment instrument consisted of a series of items to measure student's use of grammatical prototypes in the recognition of the concepts and features of a sentence and a building-up. Then, the second part of this tool was used to evaluate student's elaboration of grammatical frames or the ability to categorize and distinguish different instances on the grammar of sentences and building-ups in English. Lastly, the third part of this assessment instrument was designed in such a way to evaluate students' ability to create sequences or grammatical scenarios with the elements of a building-up. This instrument helped the research team to determine if students grasped the contents taught in the interventions to power up student's grammar competence for the elaboration of well-formed sentences in the written test.

4.4.4 Validity of data collection Instruments

In order to make sure that the data collection instruments helped the study to gather the necessary information, the researchers validated these instruments asking experts' opinions. This helped to improve the instruments by eliminating ambiguities in terms of structures or by corroborating the order of items. After the validation of the instruments was completed, the researchers carried out a pilot study by administering an exam to a sample from the chosen group. After this pilot study, the researchers were ready to administer the data collection instruments.

4.4.5 Validity and reliability

In this investigation, the researchers confirmed validity, taking into account two aspects. First, the investigators used “face validity” to make sure that the operationalization of the variables and the hypothesis were carried out in the right way. After this, they used “content validity”, in which the degree to which questions (or tests) cover the content to the asset was assured. For this, the researcher checked the correct number of questions per variable and indicators, correct questions per indicator and variable, correct grammar, correct aesthetic, correct order of questions, clear instructions. Furthermore, the investigators avoided confusing terms, and they will avoid ambiguity.

Regarding reliability, the researchers ensured the degree to which the instruments produce the same scores when applied in the same conditions. This was to say, all the results were alike. Besides, the observers verified that all of them agreed on the measurements for the results. To assure reliability, the researchers took into account internal consistency, which means that there existed consistency of items and questions in the tools. Also, they used test-Retest reliability, which helped for maintaining consistency over time. In the same way, the observers guaranteed integrated reliability to get homogeneity in the results. For this, the scientists used the same tools at every moment without changing anything, just in case a prior consensus existed on that.

4.4.6 Ethical Aspects

It was clear that ethical aspects are an important part of any research study, and these are the reasons for trustability for any research work. In this research study, researchers were cautious in this aspect for the administration of the data collection instruments. Respect and politeness were some things to consider when approaching a student or a teacher to obtain information to help the research. As an example, when administering the diagnostic test to students, researchers paid careful attention to administering the instruments to the group of students and the teachers. In addition, researchers made sure all the information collected from these instruments was anonymous, maintaining the confidentiality of each individual respecting their identities. Also, researchers made certain that personal information was not requested in these instruments.

Researchers were aware of laws of infringement of copyrights and made sure not to plagiarize any intellectual property by citing all sources in the APA format. Therefore, researchers never broke any law of any kind, nor did they make anything to harm the physical, intellectual, and emotions of every individual with whom they had contact during this research work.

4.4.7 Plan of Intervention for the Diagnostic Phase

Table 19 below shows the plan of the researchers and the instruments they used and the dates they administered them for the intervention they developed. Also, in table 20 below a plan on how researchers worked with every indicator is shown.

Table 19 Plan and Instruments for the Interventions

Research Technique	Data Gathering Instrument	Source of Data	Date of Administering the Data Gathering Instrument	Responsible people
Diagnostic test	Short test Checklist	Students of Intensive Intermediate English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador, 2020	2nd week of February	Whole research team
Survey	Questionnaire	Expert 1	2nd week of February	Whole research team
Survey	Questionnaire	Expert 2	2nd week of February	Whole research team
Survey	Questionnaire	Expert 3	2nd week of February	Whole research team
Survey	Questionnaire	Expert 4	2nd week of February	Whole research

				team
Survey	Questionnaire	Expert 5	2nd week of February	Whole research team
Survey	Questionnaire	Expert 6	2nd week of February	Whole research team
Survey	Questionnaire	Expert 7	2nd week of February	Whole research team
Survey	Questionnaire	Expert 8	2nd week of February	Whole research team

Note: researchers' own creation

Table 20 Plan of Intervention by Indicators and Sub-Indicators

Indicator	Sub-indicator	Research Technique	Data Gathering Instrument	Subjects	Dates of administration of data gathering instruments	Responsible persons
Explanation of the Parts of speech in context through metalanguage	<ul style="list-style-type: none"> • Identification of the concept of the part of speech • Identification of the morphological form of the parts of speech 	Observation	Checklist Rubric	Students of Intensive Intermediate English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador, 2020	From the 3 rd week of May to 3 rd week of June, 2020	Whole research team
Gradual incorporation of the parts of speech according to the grammatical function	<ul style="list-style-type: none"> • Recognition of the different types of the part of speech in discourse • Recognition of the grammatical functions of the part of speech 	Observation	Checklist Rubric	Students of Intensive Intermediate English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador, 2020	From the 3 rd week of May to 3 rd week of June, 2020	Whole research team
Contextualization of the parts of speech in a sentence	<ul style="list-style-type: none"> • Identification of the grammar rules associated with the use of the part of speech • Identification of the word order of the part of speech 	Observation	Checklist Rubric	Students of Intensive Intermediate English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador, 2020	From the 3 rd week of May to 3 rd week of June, 2020	Whole research team
The application of grammatical prototypes	<ul style="list-style-type: none"> • Ability to categorize the type of parts of speech • Adequate illustration of the concepts of grammar 	Observation	Checklist Rubric	Students of Intensive Intermediate English II, Group 2 at the Western Multidisciplinary	From the 3 rd week of May to 3 rd week of June, 2020	Whole research team

				Campus of the University of El Salvador, 2020		
The application of grammatical frames	<ul style="list-style-type: none"> Ability to categorize the grammatical function of the parts of speech Ability to distinguish the feature between the rest of elements in a sentence 	Observation	Checklist Rubric	Students of Intensive Intermediate English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador, 2020	From the 3 rd week of May to 3 rd week of June, 2020	Whole research team
The application of grammatical scenarios	<ul style="list-style-type: none"> Ability to recognize the part of speech in contextualized settings Ability to distinguish the part of speech in created segments from sentences and building-ups 	Observation	Checklist Rubric	Students of Intensive Intermediate English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador, 2020	From the 3 rd week of May to 3 rd week of June, 2020	Whole research team
Conformity of the rules to make a well-formed sentence (grammaticality)	<ul style="list-style-type: none"> The part of speech is properly contextualized in a grammatical scenario Ability to make judgemental task to recognize and apply the grammatical rules in a sentence 	Observation	Checklist Rubric	Students of Intensive Intermediate English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador, 2020	From the 3 rd week of May to 3 rd week of June, 2020	Whole research team
Ability to categorize the features of the building-up in a sentence	<ul style="list-style-type: none"> Use of all elements of the building-up according to their grammatical function Distinction of the function of the parts of speech 	Observation	Checklist Rubric	Students of Intensive Intermediate English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador, 2020	From the 3 rd week of May to 3 rd week of June, 2020	Whole research team

Word order of part of speech in a sentence	<ul style="list-style-type: none"> • Use of English word order in each sentence from the building-up • Consistency of the application of word order in creating sentences from the building-up 	Observation	Checklist Rubric	Students of Intensive Intermediate English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador, 2020	From the 3 rd week of May to 3 rd week of June, 2020	Whole research team
Logical and cohesive sentences	<ul style="list-style-type: none"> • Syntactic cohesion among all the elements of the building in the sentence • The overall meaning of each of the elements is properly conveyed in the sentence 	Observation	Checklist Rubric	Students of Intensive Intermediate English II, Group 2 at the Western Multidisciplinary Campus of the University of El Salvador, 2020	From the 3 rd week of May to 3 rd week of June, 2020	Whole research team

Note: researchers' own creation

3.4.8 Data Gathering Chart

Week N°1

Implementation Schedule

Purpose	Implementation Activity	Resources	Responsible Person	Data Gathering Activity	Research Tool	Responsible Person	Timeline
The application of contextualized syntactic snapshots to reinforce students' grammar competence for the elaboration of grammatical sentences in the written test	<p>Opening Activity: The teacher will show a snapshot which will be used to develop the class to students. With this snapshot, the teacher will introduce the topic about nouns.</p> <p>Main Activity: The teacher will explain in a detailed way what nouns are and its different uses and functions in the sentences.</p> <p>Closing Activity: The teacher will put into context each type of noun, in contextualized settings from the snapshot shown at the beginning of the class. The teacher will also give some examples about building-up exercises in which nouns and their types and functions are related to,</p>	PowerPoint presentation, Computer, Microphone, Screen Recorder, Video Editor	Jorge Alberto Diaz Duran	Observation	Checklist, Rubric	Jorge Díaz, Carlos Cortez, Alejandra Gómez, Héctor Linares	<p>Class 1</p> <p>Thursday, may 21st 2020</p> <p>Google Classroom</p>

	<p>pointing out the most important grammatical features. Also, the teacher will explain the syntactic order in which nouns can be placed in a sentence, and functions such as: subjects, complements, direct and indirect objects.</p>						
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Table 21 Data Gathering Chart Week 1

Note: Researches' creation

Purpose	Implementation Activity	Resources	Responsible Person	Data Gathering Activity	Research Tool	Responsible Person	Timeline
<p>The application of contextualized syntactic snapshots to reinforce students' grammar competence for the elaboration of grammatical sentences in the written test</p>	<p>Opening Activity: The teacher will show a snapshot which will be used to develop the class to students. With this snapshot, the teacher will introduce the topic to be working on.</p> <p>Main Activity: The teacher will explain in a detailed way what determiners are and its different uses and functions in the sentences.</p> <p>Closing Activity: The teacher will put into context, one by one, the different types and functions of the determiners using the snapshot shown at the beginning of the class. The teacher will also give some examples about building-up exercises in which determiners and their types and functions are included putting into context these features. Also, the teacher will explain the syntactic order in which the determiners can be placed in front of a noun phrase and how</p>	<p>PowerPoint presentation, Computer, Microphone, Screen Recorder, Video Editor</p>	<p>Judith Alejandra Campos Méndez</p>	<p>Observation</p>	<p>Checklist, Rubric</p>	<p>Jorge Díaz, Carlos Cortez, Alejandra Gómez, Héctor Linares</p>	<p>Class 2 Tuesday May 27th, 2020 Google Classroom</p>

	they work together with other parts of speech..						
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Table 22 Data Gathering Chart Week 1

Note: researchers' own creation

Week N°2
Implementation Schedule

Purpose	Implementation Activity	Resources	Responsible Person	Data Gathering Activity	Research Tool	Responsible Person	Timeline
<p>The application of contextualized syntactic snapshots to reinforce students' grammar competence for the elaboration of grammatical sentences in the written test</p>	<p>Opening Activity: The teacher will show a snapshot which will be used to develop the class to students. With this snapshot, the teacher will introduce the topic to be working on.</p> <p>Main Activity: The teacher will explain in a detailed way what pronouns are and their different uses and functions in a sentence.</p> <p>Closing Activity: The teacher will put into context, one by one, the different types and functions of the pronouns using the snapshot shown at the beginning of the class. The teacher will also give some examples about building-up exercises in which pronouns and their types and functions are included putting into context these features. Also, the teacher will explain the syntactic</p>	<p>PowerPoint presentation, Computer, Microphone, Screen Recorder, Video Editor</p>	<p>Héctor Alfonso González Linares</p>	<p>Observation</p>	<p>Checklist, Rubric</p>	<p>Jorge Díaz, Carlos Cortez, Alejandra Gómez, Judith Campos</p>	<p>Class 3</p> <p>Thursday, May twenty-eight</p> <p>Google Classroom</p>

	order in which the pronouns can be placed and how they work together with other parts of speech.						
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Table 23 Data Gathering Chart Week 2 Class 1

Note: researchers' own creation

Purpose	Implementation Activity	Resources	Responsible Person	Data Gathering Activity	Research Tool	Responsible Person	Timeline
The application of contextualized syntactic snapshots to reinforce students' grammar competence for the elaboration of grammatical sentences in the written test	<p>Opening Activity: The teacher will show a snapshot which will be used to develop the class to students.</p> <p>Main Activity: The teacher will explain in a detailed way what adjectives are and its different uses and functions in the sentences.</p> <p>Closing Activity: The teacher will put into context, one by one, the different types and functions of the adjectives using the snapshot shown at the beginning of the class. The teacher will also give some examples about building-up exercises in which adjectives and their types and functions are included putting into context these features.</p>	PowerPoint presentation, Computer, Microphone, Screen Recorder, Video Editor	Carlos Arturo Cortez	Observation	Checklist, Rubric	Jorge Díaz, Judith Méndez, Alejandra Gómez, Héctor Linares	<p>Class 4</p> <p>Thursday, June 4th, 2020</p> <p>Google Classroom</p>

Table 24 Data Gathering Chart Week 2 Class 2

Note: researchers' own creation

Week N°3
Implementation Schedule

Purpose	Implementation Activity	Resources	Responsible Person	Data Gathering Activity	Research Tool	Responsible Person	Timeline
The application of contextualized syntactic snapshots to reinforce students' grammar competence for the elaboration of grammatical sentences in the written test	<p>Opening Activity: The teacher will show a snapshot which will be used to develop the class to students.</p> <p>Main Activity: The teacher will explain in a detailed way what verbs are and its types.</p> <p>Closing Activity: The teacher will put into context, one by one, the different types of verbs using the snapshot shown at the beginning of the class.</p> <p>The teacher will also give some examples about building-up exercises in which verbs and their types and functions are included putting into context these features.</p>	PowerPoint presentation, Computer, Microphone, Screen Recorder, Video Editor	Carlos Arturo Cortez	Observation	Checklist, Rubric	Jorge Díaz, Judith Méndez, Alejandra Gómez, Héctor Linares	<p>Class 5</p> <p>Tuesdar, June 9th, 2020</p> <p>Google Classroom</p>

Table 25 Data Gathering Chart Week 3

Note: researchers' own creation

Week N°4
Implementation Schedule

Purpose	Implementation Activity	Resources	Responsible Person	Data Gathering Activity	Research Tool	Responsible Person	Timeline
<p>The application of contextualized syntactic snapshots to reinforce students' grammar competence for the elaboration of grammatical sentences in the written test</p>	<p>Opening Activity: The teacher will show a snapshot which will be used to develop the class to students. With this snapshot, the teacher will introduce the topic about conjunctions.</p> <p>Main Activity: The teacher will explain in a detailed way what conjunctions are and their different uses and functions in the sentences. Besides, the teacher will explain the four types of sentences in English to students and how they relate to conjunctions.</p> <p>Closing Activity: The teacher will put into context each type of conjunction in already contextualized settings from the snapshot shown at the beginning of the class. The teacher will also give some examples about building-up exercises in which conjunctions and their types and functions are related to one another, pointing out the most important</p>	<p>PowerPoint presentation, Computer, Microphone, Screen Recorder, Video Editor</p>	<p>Jorge Alberto Diaz Duran</p>	<p>Observation</p>	<p>Checklist, Rubric</p>	<p>Jorge Díaz, Carlos Cortez, Alejandra Gómez, Héctor Linares</p>	<p>Class 8 Thursday June 18th, 2020 Google Classroom</p>

	<p>grammatical aspects. Also, the teacher will explain the syntactic order in which conjunctions can be placed in a sentence; as well as including the four types of sentences to explain them better.</p>						
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Table 26 Data Gathering Chart Week 4

Note: researchers' own creation

4.5 Execution Phase

Continuing with the action research study, the execution phase contains a complete description of the intervention process. In this part of the process, researchers made use of a macro lesson plan as a guide to develop their classes (Appendix D). For the design of the lesson plans used in the interventions, researchers included some activities to apply Contextualized Syntactic Snapshots. There were eight interventions during the project. In every intervention, different activities were used. These activities have to do with the variables that were implemented; in this way, the purpose of the interventions could be successfully obtained. There were one or two interventions per week. Also, in each intervention, two researchers developed the class while the others were observing and taking notes. All the researchers taught at least 2 classes during the development of the project.

4.5.1 Data Collection Procedures

The researchers created and used a checklist (Appendix G) to gather data during the intervention process. It was fundamental to track everything in every class, so the researchers played different roles in each virtual class. These roles were focused on areas such as the creation of content, class delivery, evaluations, and feedback. The checklist used in the intervention period was based on three areas closely related to the indicators that the researchers developed in the virtual sessions. The checklist focused on analyzing three important parts of data from students, such as students' use of grammatical prototypes, elaboration of grammatical frames, and application of grammatical scenarios through the practices they submitted. After that, the research team filled up the checklist and discussed the data obtained during each intervention to organize it for the analysis and interpretation of data.

Besides, the researchers administered two more data procedures that were focused on obtaining data to compare students' performance before the interventions and after the interventions. For the comparison, researchers used the same checklist along with the first diagnostic test (Appendix A) and the first final test (Appendix E) which were focused only on building-up patterns. This procedure helped the researchers analyze in which areas students enhanced or not their grammar competence. Then, the researchers compared students' performance during and after the interventions with the second final test (Appendix F) which was focused on a series of snapshots and building-ups based on the parts of speech. Finally, the

research team discussed all the results to see different perspectives about the techniques used to gather the information, guaranteeing that it was taken into account every single indicator of this research study.

4.5.2 Execution of plan of action

The researchers' objective during the execution of the plan of action was to help students improve their grammar competence through the application of contextualized syntactic snapshots. The research team implemented a set of virtual classes in which the indicators were the bases of the classes. Each investigator had a time for developing the intervention. Through this process, the investigators found progress with students' grammar competence when writing grammatical sentences. All this was accompanied by material or things related with each of the indicators to be used during the interventions.

1st Intervention Session

Thursday, May 21st, 2020

The research team developed the first intervention beginning with one of the most used parts of speech. The teacher in charge of this virtual session was Jorge Alberto Diaz Duran who taught "Nouns" to students of Intensive Intermediate English II. The class started with the greeting to students, and later, the teacher introduced the snapshot 1A "A Nightmare in the Canyon" to be used in the class. After reading the snapshot, the teacher started to explain the concepts of nouns, and after that, he spotted all the nouns used in the snapshot selected for the class. Next, the teacher started to explain all the types of nouns that exist; such as proper nouns, common nouns, abstract nouns, countable and uncountable nouns, compound nouns, irregular nouns, and possessive nouns. Each of these nouns was put into context through the snapshot used in the class, and also nouns were shown in an example either in a building-up and a sentence. Each noun has a specific function within the snapshot to point out nouns as subjects, complements, direct objects, and indirect objects. The last part of the virtual session consisted of an explanation of the syntactic order of the nouns. In this part, the teacher put all the possible patterns in which nouns can appear in the sentence and how they relate to one another to build a grammatical structure. After the class, the students were assigned to work on a guided practice that helped the research team see the improvement of students in the identification, categorization, and application of nouns.

For more information, visit the link of the video for nouns:
https://drive.google.com/file/d/1jTluPgRh1IA0WJHe8YZf13AHDD_6nuDs/view?usp=sharing

2nd Intervention Session

Thursday, May 26th, 2020

The research team developed the second intervention following up the sequence of parts of speech. The teacher in charge of this virtual session was Judith Alejandra Campos Méndez who taught “Determiners” to students of Intensive Intermediate English II. The class started with the greeting to students, and later, the teacher introduced the snapshot 2A “The Perfect Murder” to be used in the class. After reading the text, the teacher started to explain the concepts of what the determiners are, and after that, she spotted all the determiners used in the snapshot selected for the class. Next, the teacher started to explain all the types of determiners that exist; for instance, the articles, possessive and demonstratives adjectives acting as determiners, and quantifiers. Each of these determiners were put into context being spotted in the snapshot used in the class, and also shown in an example in a building-up example. The last part of the virtual session consisted on the explanation of the syntactic order of the determiners. Here, all the cases in which determiners appear were taught in order to not to have possible doubts without solving. After the class, the students were assigned to work on a guide practice that helped the research team see the improvement in students.

For more information, visit the link of the video for determiners:
https://drive.google.com/file/d/1jTluPgRh1IA0WJHe8YZf13AHDD_6nuDs/view?usp=sharing

3rd Intervention Session

Thursday, May 28th, 2020

The research team developed the third intervention following up the sequence of parts of speech. The teacher in charge of this virtual session was Héctor Alfonso González Linares who taught “Pronouns” to students of Intensive Intermediate English II. The class started with the greeting to students, and later, the teacher introduced the snapshot 1C “The Little Prince” to be used in the class. After reading the text, the teacher started to explain the concepts of what the pronouns are, and after that, he spotted all the pronouns used in the snapshot selected for the class. Next, the teacher started to explain all the types of pronouns that exist; for instance, the personal, possessive and reflexive pronouns substitutes for a noun. Each of these pronouns were put into context being spotted in the snapshot used in the class, and also shown in an example in a building-up example. The last part of the virtual session consisted on the explanation of the syntactic order of the pronouns. Here, all the cases in which pronouns appear were taught in order to not to have possible doubts without solving. After the class, the students were assigned to work on a guide practice that helped the research team see the improvement in students.

For more information, visit the link of the video for pronouns: https://drive.google.com/file/d/1MXVB_skcJEimTgSKbIpXunAKkB-3rq8/view?usp=sharing

4th Intervention Session

Thursday, June 4th, 2020

The research team developed the fourth intervention following up the sequence of parts of speech. The teacher in charge of this virtual session was Carlos Arturo Cortez Alcántar who taught “Adjectives” to students of Intensive Intermediate English II. The class started with the greeting to students, and later, the teacher introduced the snapshot 4A “My Mother, My Strength” to be used in the class. After reading the text, the teacher started to explain the concepts of what the adjectives are, and after that, he spotted all the adjectives used in the snapshot selected for the class. Next, the teacher started to explain all the types of adjectives that exist; for instance, the gradable and non-gradable adjectives, the attributive and predicative adjectives, and finally the classes of adjectives as positive, comparative and superlative

adjectives. Each of these adjectives were put into context being spotted in the snapshot used in the class, and also shown in an example in a building-up example. The last part of the virtual session consisted on the explanation of the syntactic order of the adjectives. Here, all the cases in which adjectives appear were taught in order to not to have possible doubts without solving. After the class, the students were assigned to work on a guide practice that helped the research team see the improvement in students.

For more information, visit the link of the video for adjectives:
https://drive.google.com/file/d/1ZxHE10p_ZJcDxqzDzaxsRfyFRMV_omJ/view?usp=sharing

5th Intervention Session

Tuesday, June 9th, 2020

The researchers continued with the fifth class about the parts of speech. Once again, the responsible to develop this session was Carlos Arturo Cortez Alcántar who taught “Verbs” to students of Intensive Intermediate English II. The layout of this virtual session did not change compared to the previous classes. This class started introducing the snapshot 5A “Life of a Student” to be used for the class. First, the teacher explained the concept of a verb, and followed by it, he showed all the verbs contained in the snapshot. Before talking about the types of verbs, the teacher could not avoid explaining the two essential components that are immersed in the usage of the verbs: Auxiliary and Tense. These two were explained about what they are, and also, they were put into context being spotted in the snapshot. Next, the teacher started talking about the three types of verbs: Transitive, Intransitive and Linking. He explained their functions, and all that these types of verbs take. Each type of verb was underlined in the snapshot, and also put into a building-up example to show students the usage of them in context. Finally, the teacher talked more about the grammatical rules to take into account when writing and speaking. After the class, the students were assigned to complete a practice that gave information to the research team about their improvement after each session.

For more information, visit the link of the video for verbs:
<https://drive.google.com/file/d/1UptiHN0s0rqNASubg-SW3gbbZVzuo-CU/view?usp=sharing>

6th Intervention Session

Thursday, June 11th, 2020

The research team developed the sixth intervention following up the sequence of parts of speech. The teacher in charge of this virtual session was Josselyn Alejandra Gómez Elizondo who taught “Adverbs” to students of Intensive Intermediate English II. The class started with the greeting to students, and later, the teacher introduced the snapshot 6A “Jane’s Mother” to be used in the class. After reading the text, the teacher started to explain the concepts of what the adverbs are as well as the different types of adverbs and the position that they have in a sentence. After that, she spotted all the adverbs used in the snapshot selected for the class. Next, the teacher started to explain in depth all the types of adverbs that exist, for instance, adverbs of time, frequency, manner, place, adverbs of degree as well as conjunctive adverbs. Each of these adverbs were put into context being spotted in the snapshot used in the class; also shown in an example in a building-up example. The last part of the virtual session consisted of the explanation of the syntactic order of the adverbs. Here, all the cases in which adverbs appear were taught in order to not to have possible doubts without solving. After the class, the students were assigned to work on a guide practice that helped the research team see the improvement in students.

For more information, visit the link of the video for adverbs:
<https://drive.google.com/file/d/1qKTfxQ65jbCeZenzAVISVgoMjTUQEF8B/view?usp=sharing>

7th Intervention Session

Tuesday, June 16th, 2020

The research team developed the seventh intervention following up the sequence of parts of speech. The teacher in charge of this virtual session was Josselyn Alejandra Gómez Elizondo who taught “Prepositions” to students of Intensive Intermediate English II. The class started with the greeting to students, and later, the teacher introduced the snapshot 7A “MY VACATIONS” to be used in the class. After reading the text, the teacher started to explain the concepts of what the prepositions are as well as the different types of them and the position that they have in a sentence. After that, she spotted all the prepositions used in the snapshot selected

for the class. Next, the teacher started to explain in depth all the types of prepositions that exist, for instance, prepositions of time, prepositions of place, and prepositions of movement. Each of these prepositions were put into context being spotted in the snapshot used in the class; also shown in an example in a building-up example. The last part of the virtual session consisted of the explanation of the syntactic order of the prepositions. Here, all the cases in which adverbs appear were taught in order to not have possible doubts without solving. After the class, the students were assigned to work on a guide practice that helped the research team see the improvement in students.

For more information, visit the link of the video for prepositions: <https://drive.google.com/file/d/1IWeXydj-EQFRpP4FNYxLXxFp0fNfihNK/view?usp=sharing>

8th Intervention Session

Thursday, June 18th, 2020

The research team developed the last intervention, developing one of the most used parts of speech to connect different elements in the sentence. The teacher in charge of this virtual session was Jorge Alberto Diaz Duran who taught “Conjunctions” to students of Intensive Intermediate English II. The class started with the greeting to students, and later, the teacher introduced the snapshot 8A “Are You Online” to be used in the class. After reading the snapshot, the teacher started to explain the concepts of conjunctions, and after that, he spotted all the conjunctions used in the snapshot selected for the class. Next, the teacher started to explain the three types of conjunctions that exist; such as: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions. Each of these conjunctions was put into context through the snapshot used in the class, and also they were shown in an example either in a building-up and a sentence. Each conjunction was developed in such a way to explain how to connect nouns, adjectives, adverbs, verbs, phrases, and sentences. Next to conjunctions, it was explained the four different types of sentences that can be used to connect dependent and independent clauses in English. The last part of the virtual session consisted on the explanation of the syntactic order of conjunctions, use of commas and use of clauses in sentences. After the class, the students were assigned to work on a guide practice that helped the research team see

the improvement of students in the identification, categorization and application of conjunctions.

For more information, visit the link of the video for conjunctions:
<https://drive.google.com/file/d/1IWeXydj-EQFRpP4FNYxLXxFp0fNfihNK/view?usp=sharing>

3.5.3 Data Processing

To process all the data obtained from the different tools, the researchers used programs such as excel, google classroom and google drive. The excel program helped investigators organize information as they generated tables and graphs to analyze, interpret, and compare the results obtained during the development of the intervention and diagnosis test to the final results. On the other hand, google classroom was used to share didactic material as well as to teach the classes online. In the same way, google drive served as a tool to share information as well as to check tasks or documents sent by students.

4.5.4 Data Analysis and Interpretation

The research team analyzed and classified the gathered information to see if the information collected with the help of the instruments used was reliable. Researchers collected the data for the preliminary phase at the WMC of the UES; however, due to the online model followed by the university during the global COVID19 pandemic breakout, most of the data were collected through online media. The research team worked under the quantitative paradigm to get, classify and interpret the data obtained during each intervention. All the gathered information was illustrated in graphs and tables in a detailed way. The researchers employed the Mixed Method Approach to analyze and interpret the information to be collected through the use of different tools addressed to Intensive Intermediate English II students.

4.6 Budget

In table 26 below, a sum of all resources that researchers used and spent money on since the month of February of the year 2020 is listed.

Type of supplies	Name	Cost per Item	Number of item	Total
Office Supplies	Ream of bond paper	\$5.10	3	\$15.30
	Pencils	\$0.25	10	\$2.50
	Pens	\$0.35	6	\$2.10
	Ink	\$13	4	\$39.00
	Box of Staples	\$2.00	1	\$2.00
	Folders	\$0.20	10	\$2.00
	Fasteners	\$0.10	10	\$1.00
Services	Photocopies	\$0.04	1000	\$40
	Internet	\$32.99	9 (months)	\$296.91
	Other expenses (food, transportation, and electricity)	\$150	9 (months)	\$675
	Video Editor Program License	\$11.99	3 (months)	\$11.99
	\$1087.80			

Table 27 Budget

Note: Researchers' Own Creation

4.7 Timeline

ACTIVITY	RESPONSIBLE	2020											
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	
Choosing the topic	Research Team												
PRELIMINARY PHASE													
Approaching the Field of Study	Research Team												
Diagnostic Study	Research Team												
Definition of the Problem	Research Team												
Revision of the Statement of the Problem	Advisor												
PLANNING PHASE													
Literature Review	Research Team												
Incorporation of the Suggestions	Research Team												
Operationalization of the Variables	Research Team												
Elaboration of Data Collection Instruments	Research Team												
Revision of the Operationalization and Instruments	Advisor												
EXECUTION PHASE													
Data Collection	Research Team												
Data Processing	Research Team												
Data Interpretation and Analysis	Research Team												
Revision of Final Report	Advisor												
Oral Presentation	Research Team												

Table 28 Timeline

Note: researchers' own creation

CHAPTER V: ANALYSIS AND INTERPRETATION

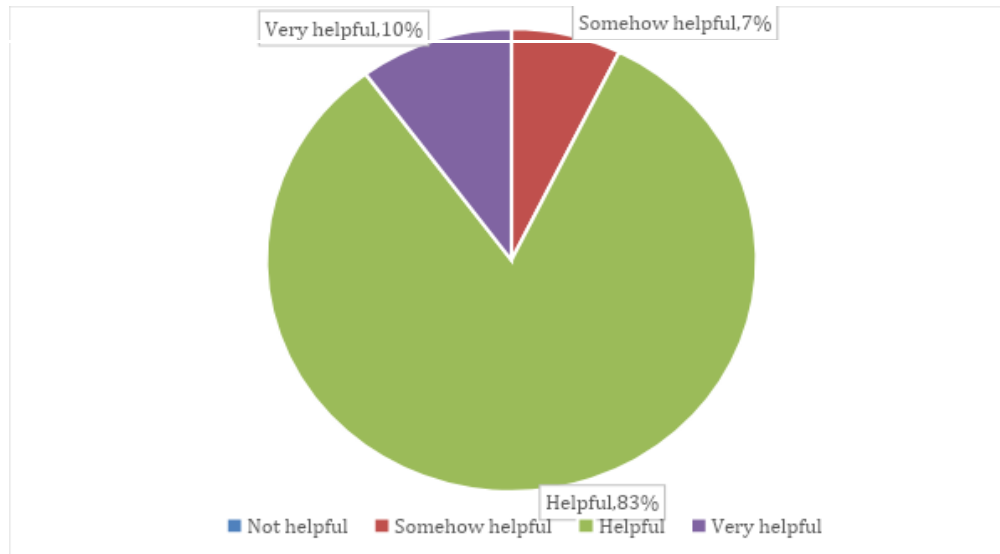
This chapter contains the analysis and interpretation of all the gathered data from the research study named “The Application of Contextualized Syntactic Snapshots to Reinforce Intensive Intermediate English II Students’ Grammar Competence for the Elaboration of Sentences in the Written Test at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2020.” The investigators analyzed and interpreted all the data so that the relation between the independent and dependent variable be presented. Also, a discussion of results contrasted with all the theory presented in chapter II is also included. For this, researchers took into account the data gotten through the different instruments.

5.1 Data Analysis

Based on the indicators of the variables, researchers organize the following results obtained with the different instruments such as the contextualized syntactic snapshot practices results (appendix A, appendix D, appendix E, appendix F) which are shown in graphs.

5.1.1 How helpful was the application of syntactic snapshots to explain the parts of speech for students?

Graph A 1 Benefit of Contextualized Syntactic Snapshot Practices



Source: Contextualized Syntactic Snapshot Practices Results (Appendix D)

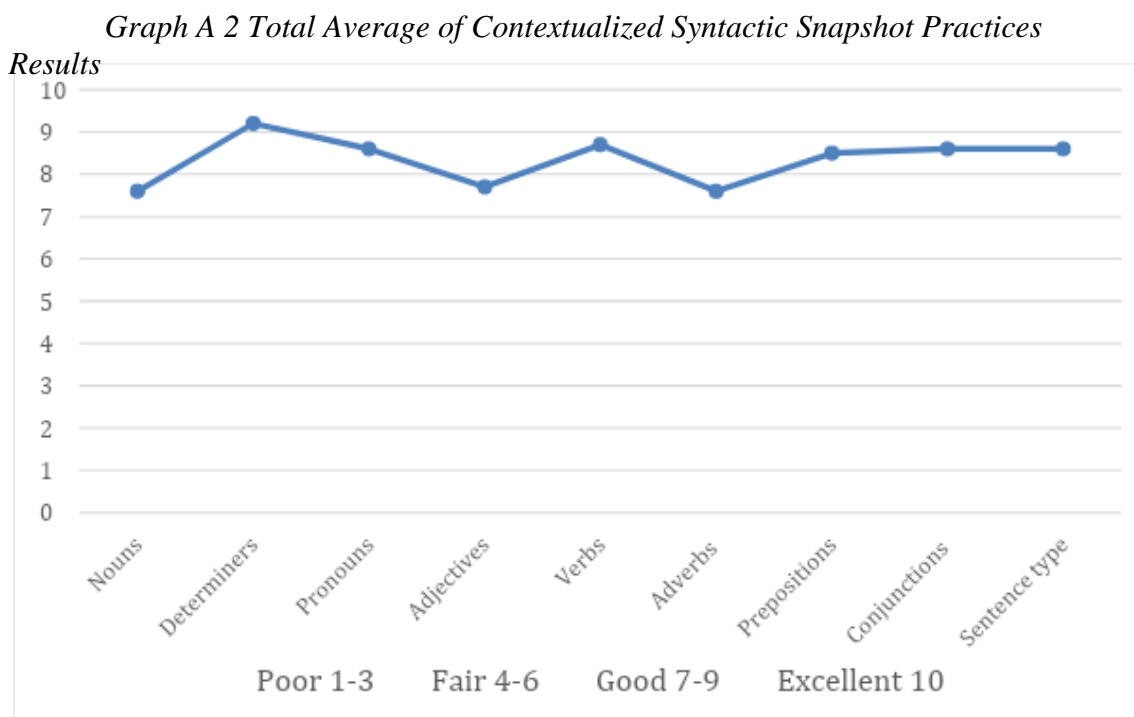
As observed in graph A1, during the interventions, the researchers analyzed that for 83% of the students, the application of syntactic snapshots to explain the parts of speech was helpful. Most of these students were able to recognize accurately the parts of speech in the environment where they are meant to be used. Also, the students had the opportunity to see each element of the parts of speech in their context, and how all these elements function in grammatical structures, building-ups, and in the meaning of the whole sentence. The series of snapshots were helpful for students because they showed a good performance in identifying and categorizing the features in their type, function, and segments either in a building-up or in a sentence. Nevertheless, a very low percentage of students had minor problems in identifying the concept, recognizing the different types and grammatical function of the parts of speech from the snapshots. The reason for this is that students made minor mistakes in areas such as punctuation marks, some problems contextualizing, and subject-verb agreement. Nonetheless, the majority of students were able to create well-formed sentences with very few mistakes in the building-up.

For 10% of the students, the application of syntactic snapshots to explain the parts of speech was very helpful. The student completely identified the concept of the part of speech and had a

high performance recognizing the different types of the part of speech in discourse. The student recognized more than 90 % of the grammatical functions, the grammar rules, and the word order of the part of speech as it was taught in the virtual classes. In this part, the contextualization of the parts of speech in a sentence was better than in the 80 % above since the majority of students managed to create more accurate sentences according to their grammatical structure and meaning. This 10% of students had very minor mistakes such as the spelling of a word or a missing period at the end of the sentence. Nevertheless, the overall performance of students in the recognition, categorization, and application of the element of a sentence was very helpful.

For 7% of the students, the application of syntactic snapshots to explain the parts of speech was somehow helpful. The students barely identified the concept, the different types of the part of speech in the discourse, and had frequent mistakes in the creation of a sentence. The students barely recognized the grammatical functions of the parts of speech and were not able to use the majority of the elements from the building-up in a complete sentence. Even though some of the sentences were grammatically correct, an element from the building was missing or the meaning conveyed in the sentence was ambiguous since some elements were not properly connected. On the other hand, these snapshots helped in some way these students since they at least understood a little bit more how to use some of the elements or features of the building-up differently in contrast to what they knew before the interventions. This low performance is due to certain factors in students' behavior since these interventions were carried out online through Google classroom. These factors include a low internet connection to watch the videos more than once, disinterest on the part of students to watch the videos and hand in the practices, or misunderstanding in the student. This was shown in the attendance list, and just 42 % of students finished the online course while the other percent had from one to 4 absents in the practice.

5.1.2 How was the improvement of their grammar competence by the gradual incorporation of the parts of speech?



Source: Contextualized Syntactic Snapshot Practices Results (Appendix D)

The gradual incorporation of the parts of speech (nouns, determiners, pronouns, adjectives, verbs, adverbs, prepositions, and conjunctions) allowed students to figure out step by step the creation of a well-formed sentence, observing where and how each element of a sentence is placed. Besides, students had the opportunity to enhance their grammar competence by knowing all the aspects of grammatical scenarios where they can actually use or avoid a specific part of speech. Students responded positively to the incorporation of the parts of speech. The graph shows a tendency of going up and down along the contents given in the virtual course. Starting from the Nouns, researchers found out that the average is neither the highest nor the lowest (the grades here can be attributed to being the first time working with the new methodology, but there are some other facts that altered the stability of averages). One reason for the variation of average grades was the complexity of contents as seen in certain parts of speech which have more functions than the others; hence, having a great number of categories made students get more confused with some topics. The last three contents (prepositions, conjunctions, sentence type) kept the curve stable due to the students' performance. For students, after all the previous sessions, they got acquired to apply all the knowledge they got

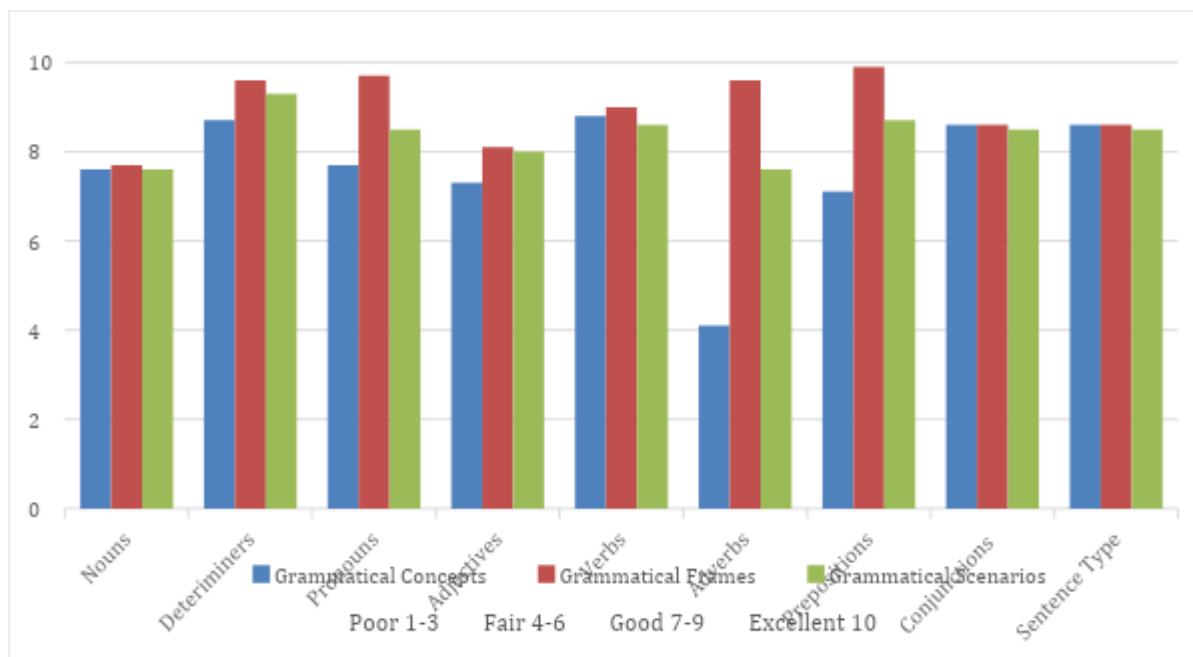
from all the virtual classes in the course, and as a result of it, they finally improved their work when solving patterns.

5.1.3 How was the reinforcement of grammar competence?

Graph B 1 Average of Grammar Competence of Snapshot Practices

Source: Contextualized Syntactic Snapshot Practices Results (Appendix D)

As can be seen in graph B1 students had better results on the second practice about categorizing and distinguishing parts of speech in building-up sentences. When students have a clear example together with a building-up, they rarely make any mistake even if they are



confronted with similar building-up patterns and similar sentences. The part that they had some problems was in the identification and recognition of the parts of speech and their grammatical function. Students often did not know what the classification of some of the elements was or what the grammatical function of them, and it can be attributed to the influence of other elements. Students have their imagery or representation of words in their minds to differentiate the word class and category of them somehow clear since they had some minor mistakes performed well in this section of grammatical prototypes. In the same sense, students have In this sense, it can be said that students succeeded in the application of grammatical prototypes but they still need to work on this since they have some minor mistakes.

In the graph B1, one relevant observation that can be done when compared to the other bars in the determiners section is that the average grade of students is the highest most consistent of them all, meaning that they could identify the grammatical concept of this part of the speech with fewer problems. These students accurately identify the part of speech in discourse, as well as recognize the grammatical function. Also, they could identify the word order of the part of speech. On the other hand, students showed proficiency categorizing the grammatical frames. The majority of students had minor mistakes in categorizing the type and the grammatical function of this part of speech. Also, the student distinguished all the parts of speech in created segments from sentences and building-ups.

In addition, most of the students succeed in distinguishing any feature between the rest of the elements in a sentence. Similarly, students were able to apply grammatical scenarios. Most of these students properly used all the elements of the building-up according to their grammatical function. Besides, they used all the elements of the building ups according to their grammatical function, and at the same time, those elements were properly contextualized in a grammatical scenario. However, some students had some minor mistakes conveying the overall meaning of each of the elements in the sentence.

In the graph, specifically in the bars of the different types of adverbs, it can be observed that their performance on grammatical prototypes was the worst compared to the rest of the bars. Students barely classified the different types of adverbs and the grammatical functions of adverbs in sentences. Nonetheless, students only had difficulties when identifying the grammar rules associated with the use of adverbs, and had minor problems identifying the word order of the part of speech. On the contrary, for the second rubric, students had a visible improvement since they had minor or no mistakes categorizing the correct types of adverbs as well as all the grammatical functions of the parts of adverbs in sentences. Students also distinguished all the adverbs between the rest of the elements and in created segments from sentences and building-ups in a sentence and recognized all the parts of speech in contextualized settings.

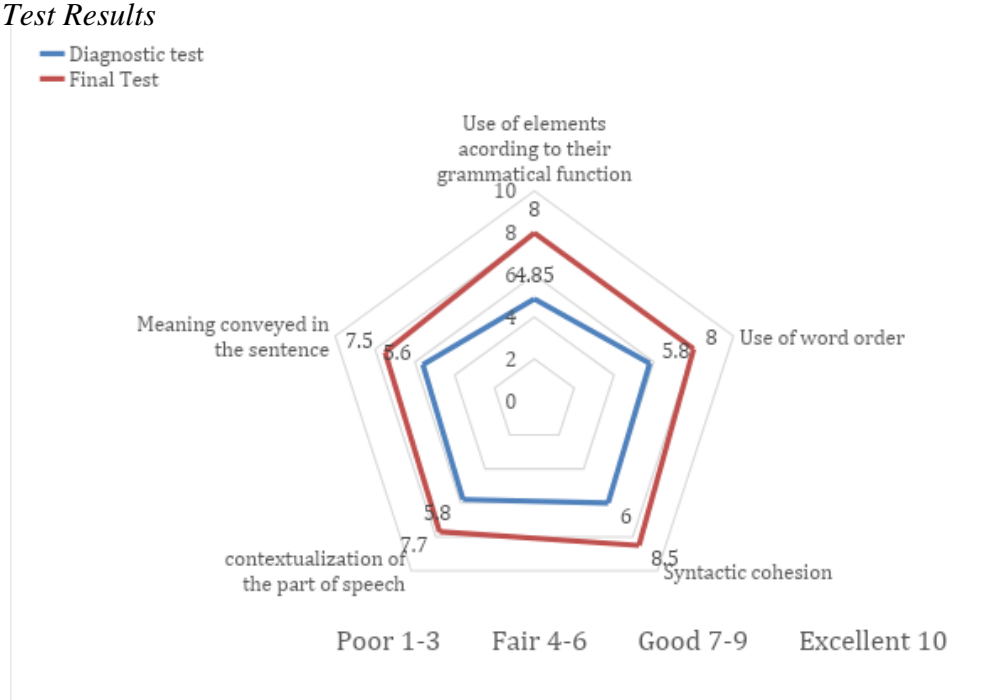
Finally, in the third rubric students present an acceptable performance since they had minor mistakes using all the elements of the building-up according to their grammatical function as well as the word order in each sentence from the building-up. Some minor mistakes were

found in establishing syntactic cohesion among all the elements of the building in the sentence and contextualizing the parts of speech in grammatical scenarios. They do not have too many problems when conveying the overall meaning of each of the elements in the sentence.

One thing to distinguish the bars of prepositions from the rest in graph B1 is that the application of grammatical frames was the highest almost perfect grade of them all. Students showed excellent improvement in the application of grammatical frames since they had no mistakes in categorizing the correct types of prepositions as well as all the grammatical functions of prepositions in sentences. Students also distinguished all the types of prepositions between the rest of the elements and in created segments from sentences and building-ups in a sentence and recognized all of them in contextualized settings.

5.1.4 How was the improvement of students' use of grammaticality judgment to differentiate well-formed sentences or ill-formed sentences?

Graph C 1 Comparison of Contextualized Syntactic Snapshot Final Test Results



Source: Contextualized Syntactic Snapshot Diagnostic Test and Final Test Results (Appendix A, Appendix E and Appendix F)

Graph A4 depicts the improvement of students' use of grammaticality judgment to differentiate well-formed sentences according to the results of the diagnostic test and the final exam. To evaluate this part, researchers focused on 5 points: use of elements according to their grammatical function, use of word order, syntactic cohesion, contextualization of the part of speech, and meaning conveyed in the sentence. In the diagnostic test, the total average of all students was 5,6 taking into account the 5 criteria points to be evaluated. On the other hand, in the final exam, the total average was 7,94. Clearly, there was an improvement of almost 2,3 points above the average obtained from the diagnostic test.

One of the areas where they had more problems was the use of elements, gathering an average of 4.85 in the diagnostic test. Here, most of the students did not properly use all the

elements of the building-up according to their grammatical function since they omitted some of the elements asked for. However, in the final exam, there was an improvement of an average of 8,0 since students had minor mistakes using all the elements of the building-up according to their grammatical function. In addition, in the diagnostic test, students barely used English word order in each sentence from the building-up having an average of 5,8. The majority of students did not follow an order to create sentences. On the contrary, in the final exam, students showed a better performance in the area of word order getting an average of 8,0. This means that students had some minor mistakes using English word order in each sentence.

Though, in the diagnostic test, the area of syntactic cohesion obtained an average of 6,0. This means that students barely established syntactic cohesion among all the elements of the building in the sentence. By contrast, the average obtained in the final exam was of 8,5 which means that student had some minor mistakes establishing syntactic cohesion among all the elements of the building in the sentence. Similarly, in the diagnostic test, students showed a low performance in the contextualization of the part of speech, obtaining an average of 5,8. In contrast, students improved on the final exam by getting a 7.7 average. This means that students presented some minor mistakes contextualizing the parts of speech in a grammatical scenario. Finally, with a 5,6 average, students demonstrated a low performance in conveying a meaning in sentences. This is due to the fact that students barely conveyed the overall meaning of each of the elements in the sentence. Despite this, in the final exam, they enhanced their skills in conveying meaning in a sentence as the students had some minor mistakes conveying the overall meaning of each of the elements in the sentence.

Evidently, there was an improvement between the results of the diagnostic test and the final one. However, even though the students improved in the use of grammaticality judgment with a higher average of 2.3 over the first test, they still need to polish up in the areas mentioned above such as use of elements according to their grammatical function, use of word order, syntactic cohesion, contextualization of the part of speech, and meaning conveyed in the sentence. This is with the purpose that they can not only improve creation of sentences in the building up section but also improve their writing skills.

5.1.5 How did students categorize the features of the building-up in a sentence?

From this part, the data obtained by the researchers was based on the first final test (Appendix E) and the second final test (Appendix F) of five students. The number of students was reduced because during the interventions, some students showed irregularities in areas such as the attendance, the delivery of practices, and the realization of the final tests. However, the 45% of students of the online group, which are five, finished 100% of the online course carried out by the researchers in. In this way, the following data is based on the performance of these students, and it is organized through charts which explain in detail all the mistakes and enhancements they had during the final tests.

Table A 1 Contextualized Syntactic Snapshot Final Test Results

Indicator:	Student	Comments
Ability to categorize the features of the building-up in a sentence	Student A	<p>Student A showed good performance in distinguishing the features from the rest of the elements since she had minor mistakes distinguishing the features between the rest of elements in a sentence. It could be observed that this student not only understood the concept of each part of the speech but also was able to apply them within a sentence. An example of this was that this student managed to use the elements of a building up combined to create well-formed grammatical and syntactic sentences with some minor mistakes. As an example, in the following building up, the student was asked to write a sentence using the following features: compound noun/ present continuous/ possessive adjective/ common noun/ affirmative. The sentences obtained was “My sister in law is giving an expensive gift to her brother”. For the creation of this sentence, this student was asked to use the compound noun as subject, and the common noun as direct object. Clearly, the student not only succeeded in creating a well-formed sentence but also was able to categorize and apply the type of speech. However, at the moment of combining some elements, the student had some minor mistakes creating a logical sentence.</p>
	Student B	<p>In the final test, student B categorized all of the parts of speech according to the online class without having too many problems. Student B sometimes confused the person, for example, the third person singular for the</p>

		<p>second person singular as in a sentence when the second person singular was required in the pattern of the final test (Appendix x) “Wh-question/ auxiliary/ 2nd person singular/ present continuous/ definite article/ food / adverb of degree/ adverb of manner/ interrogative” and the student’s sentence was, “Why is Luke eating the delicious pizza very carefully?”,therefore, never using the second person singular.The student had some problems using pronouns in some sentences, and decided not to use them or missed the feature, as in one of the patterns of the final test required a personal pronoun, “Common noun/quantifier/ attributive adjective/ transitive verb/ adverb of frequency/ personal pronoun / subordinating conjunction/ verb to be/ preposition of place/” and the student’s sentence was, “Many young people are always worried about their lives as everyone is today.” The student did not use the personal pronoun; it could have been because she did not know how to incorporate it to the sentence, or she just missed the feature. Student B also wrote prepositions in the wrong place. For example, “She visited <u>to</u> Laura, her cousin, on Saturday.” Even though the student had some errors when writing a sentence, she improved in an acceptable way because she could distinguish most features between the rest of elements in a sentence as it was explained during the course. Certainly, student B improvement was seen on the final evaluation showing that the course was very helpful for her.</p>
	<p>Student C</p>	<p>The student is well aware of compound nouns since she gave an example every time she was asked for. The student also distinguishes irregular nouns, but she often has some problems with these nouns as in the example where she missed writing an irregular noun as asked in the buildup pattern, “Compound noun/ det/ simple past/ irregular noun/ quantifier/ preposition/ det/ time Expression/ possessive adjective/ affirmative”; though her example lacked of an irregular noun, “My goldfish swam in this pool for some hours, and my dog ran a mile for one hour.” The student did not have any problems identifying the countable and uncountable nouns.</p> <p>The student did not use a determiner in a sentence, and it was required since the sentence sounds awkward, “Policeman is catching my uncle.” Here, the student is not specifying the policeman who is catching the speaker’s uncle that is why the sentence sounds vague. The student also tended to confuse the personal objective pronouns with determiners showing possession.</p> <p>Student confuses the possessive pronoun with the possessive adjective. In one of the features, the student was asked to write a sentence with a possessive pronoun, “Possessive pronoun/ superlative adjective/ family member/ sport/ present perfect”, but she only used a possessive adjective in the sentence she wrote, “My brother is the best player of soccer and he has won twice the first place of the best player.” Other problems that student C has with pronouns is the position in the sentence, as in two examples, “This is sweet something.”, not respecting the position of the</p>

	<p>adjectives and pronouns, and “Why you are going to buy a mobile phone?” ignoring the shift of the verb in interrogative form.</p> <p>The student does not have many problems related with adjectives; she even differentiates gradable adjectives from non-gradable ones, the comparative and superlative forms, and the attributive and predicative ones. The only problem was with the possessive adjectives being confused with object pronouns.</p> <p>The student sometimes had problems with transitive verbs as in the pattern, “Determiner/gradable-superlative-attributive adjective/ family member / transitive verb/past/non-gradable-positive-predicative adjective” where the student gave an example with a linking verb, “My mother was the most intelligent and unique teacher of history in my University.” But this problem was not very common.</p> <p>The student had no problems identifying adverbs of time, manner, and frequency, yet she did have problems with the function of the verbs as in one pattern where students were asked to write an example with an adverb modifying the whole sentence, “Adv. Of manner/ def. article/ countable noun/ verb to be/ adv. Of time/ preposition of place/common noun / Adverb of manner mod. the whole sentence - Adverb of time mod. the verb”, but she wrote a sentence with an adverb modifying the verb, “The dogs are playing now behind the house noisily.” She did have some problems with the position of the adverbs as in the example, “There is not water in Alex's flat because Alex has been in Canada not yet.” She placed the adverbs at the end of the sentence, away from the verb.</p> <p>The student had minor problems with conjunctions, and the problems she had were merely about punctuation in correlative conjunctions to separate two sentences. However, the student got some problems in sentence type since she mostly wrote run-on sentences to fit all elements and forgot to use commas to separate independent sentences.</p>
<p>Student D</p>	<p>The student showed a high performance in all the areas of the final test (appendix F). This student was able to recognize and distinguish all the parts of speech accurately since around 95% of the recognitions and categorizations made by this student were correct. This student had minor mistakes in the following areas: identification of one possessive noun, one compound noun in the way it was written, a wrong superlative adjective, and the verb of existence in one sentence. The possessive noun that the student used was Bachelor's, but she did not point out to who or what that possession was referred to, the superlative adjective she used was completely wrong since she wrote baddest instead of worse, in the compound noun she used the noun “cloth store” instead of “clothing store”, avoiding one of the patterns studied in virtual classes, and the verb of existence was at the of the sentence without any connection with rest of elements in the sentence either in</p>

		<p>structure or meaning. However, those were the only mistakes she committed in the whole test; the rest of the exercises made by the students were correct, and she showed good use of word order in the majority of the sentences since around 90 % of the elements were properly applied in the way they were meant to be. The student was able to identify and distinguish the correct word order when using the majority of the part of speech, as well as to create sentences that accomplish the correct use of structures in English. The majority of the parts of speech were properly distinguished by the student. This was shown in every part of the test that consisted of different snapshots in different contexts.</p>
	<p>Student E</p>	<p>The student completed the snapshot section with no problems since Student E classified all the parts of speech effectively according to its type and function as explained in the course. Even, Student E classified and spotted some other words that suited the same type and function showing a great management of the features. In the building-up section, Student E presented a great performance as well since the sentences written were correct in its majority. However, the sentences which contained mistakes resulted in some problems as missing features when creating the sentences. Student E repeatedly omitted some of the features asked to be used in the sentences. Pitifully, some of the sentences were taken as incorrect just for this reason. Also, it was seen that there were some misunderstandings about the features asked; for example, in the test, one pattern asked to use a superlative adjective, but the student used a comparative adjective. This cannot be attributed at all to the lack of information since in the snapshot section, the development was almost perfect, showing a great management of concepts. Finally, another mistake that Student E committed was ambiguity. The student wrote a sentence that says “My grandmother is driving his car”. In this sentence the pronoun “his” does not match in the sentence since it did not mention a man. That would have been different if it said “her car” because that would be more understandable to know that the owner of the car is the same grandmother. In this case, it is necessary to specify to whom the car belongs to. This test did not have too many observations, but the mistakes are important enough to be spotted.</p>

F) Sources: Contextualized Syntactic Snapshot Final Test Results (Appendix E, Appendix

5.1.6 How did students apply grammatical structures in the sentence?

Graph C 2 Performance on the Application of Grammatical Structures



Source: Contextualized Syntactic Snapshot Final Test Results (Appendix E, Appendix F)

In the graph above, you are going to find the results gotten from the two final tests explaining if the performance of the five students in the evaluation was excellent, good, fair, or poor. Graph C 2 shows the progress of the five students at the end of the online course that they received. The majority of students were in an excellent range as is observable in the color blue of the graph. Also, some students were in a range “good” as shown in color red of the graphic which is good because they found each session helpful for them. Moreover, students showed that their grades were in a range “fair” as shown in color green and that their results were “poor” as shown in color purple.

Most students wrote brilliant sentences following each feature that the pattern was asking them to include. In the last tests, they certainly showed an excellent improvement since they were able to write logic sentences and include all the elements in each sentence they wrote. For instance, in the pattern below the student included all the features for the pattern resulting in a logic and understandable sentence to read.

Adv. Of manner/ def. article/ countable noun/ verb to be/ adv. Of time/ preposition of
place/common noun /

A. Adverb of manner mod. the whole sentence

B. Adverb of time mod. the verb

A: Recently, she was working hard in that office.

However, some students still have mistaken certain aspects when writing sentences such as placing the adjective before the pronoun or noun. For example, “The dogs are playing now behind the house noisily.” Placing the adverb at the end of the sentence to make it seem as the adverb is modifying the whole sentence, but it actually modifies the verb. In the case of “The dogs are playing now behind the house noisily.” The adverb is wrongly placed at the end intending to modify the whole sentence. In this example, “There is not water in Alex's flat because Alex has been in Canada not yet.” There is the case of missing the preposition for a phrasal verb in a transitive form to denote that the following pronoun is the indirect object, “Emily burned the cookies in the kitchen after the chef said her that the fire was too much to bake cookies.” In this case the sentence is overloaded and also the student should say “too high” instead of “too much”

The student wrote sentences such as “Has not Mike been there in Canada yet?”. That it does not make much sense. Moreover, in the sentence, “Lucy’s mom cook the most delicious chocolate cookies.” the student missed the correct conjugation of the third person singular for the simple present tense.

The student added the preposition “to” so it does not make sense to place the preposition in this case “She visited to Laura, her cousin, on Saturday. Also, the student wrote “That is someone's.” In this case, she only wrote a dependent clause because it does not convey a complete message to the reader.

5.1.7. To what extent did the creation of logical and cohesive sentences change in students after the application of contextualized and syntactic snapshots?

Table A 2 Creation of Logical and Cohesive Sentences

Indicator:	Student	Comments
Logical and cohesive sentences	Student A	<p>Based on the results of the diagnostic exam and the final exam, the student showed improvement when creating complete and logical sentences. In the diagnostic test, the student was not able to create logical and complete sentences. This is because the student did not know how to apply the items with some features from the building up, so he omitted them; thus, he had many problems when combining the elements to create logical and coherent sentences. Some of the sentences were syntactically correct but their meaning was not entirely clear. Moreover, when creating sentences, the student struggled to contextualize the elements in a grammatical scenario.</p> <p>However, in the final exam, after the application of snapshots, it was observed that the student improved in areas such as including mostly all the elements within a sentence, having syntactic cohesion among the elements of the sentence, as well as forming complete and logical sentences. However, in this last area, although the student showed an improvement, it was noticed that the student still needs to polish the area of contextualizing those elements from the building up to create well-formed logical sentences since the sentences were well-formed but still needed to give a more precise meaning.</p>
	Student B	<p>In the diagnostic test, the student certainly experienced problems such as not identifying the features and not establishing syntactic cohesion among all the elements of the building in the sentence. Also, she did not properly contextualize the parts of speech in a grammatical scenario as well as did not properly convey the overall meaning of each of the elements in the sentence.</p> <p>All the previous mistakes happened because she did not practice before using syntactic snapshots. However, in the final test the student had minor or no mistakes recognizing features in contextualized settings according to the online class. She improved a lot since she had no mistakes when categorizing parts of speech as well as recognizing features in contextualized settings. She wrote meaningful sentences as she was taught in all the classes. Student B showed positively that the course was helpful for her.</p>

	<p>Student C</p>	<p>The student showed problems in the diagnostic test (Appendix A”); contrary, the results in the final test (Appendix E) showed an improvement. There were some clear examples in the diagnostic such as not using an element at all as the example of one student who wrote some sentences without using some elements of the buildup patterns. Also, in the diagnostic test the verb of existence was not used as a verb, but as an adverb of place. Almost no one knew the meaning of the phrasal verb “call on someone” and used it to refer to a phone call. Using present continuous when asked for present tense was one common problem for the majority of students. Finally, most of the sentences had weird contextualization; consequently, they tried to use the elements of the pattern without cohesion with the rest of the elements.</p> <p>On the final test, whoever, these problems were less common, but there were still some mistakes. Student C did not use some elements of the pattern, nor she respected some tense asked by using a different tense than the requested in the pattern. Sometimes some of the sentences had an incorrect order of words; placing adverbs far from the verb when asked for an adverb modifying the whole sentence or changing a preposition in the verb phrase just to fit a preposition there. When using negative tense, the construction resulted awkwardly in the verb phrase. The student used “said her” instead of “said to her” or “told her”. Also the use of linking verbs when asked for a transitive verb was one problem. Another problem was the use of use of objective pronoun instead of the reflexive pronoun to denote that the action of the verb goes back to the subject.</p> <p>The student had some problems with the contextualization of some sentences. In some sentences, the two independent sentences were not properly related to each other, as in the example of the buildup, “My goldfish swam in this pool for some hours, and my dog ran a mile for one hour.”</p> <p>The student had some problems with the overall meaning of some words, as in the example where a reflexive pronoun was required, and her example was, “I myself like doing my homework.” In this sentence, it is not clear if the student wanted to say that the speaker likes doing her homework by her own, or just emphasizing the subject. Also, with an adverb of time in an example of buildup patterns, the student wrote the adverb at the end of the sentence, “The sweet children are calling their parents now”</p> <p>Although student C had some problems with the building-up patterns, she managed to get most of the words related to the meaning of the sentence she created, and she contextualized most of the sentences by adding an adequate</p>
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		<p>meaning to the elements she used for the creation of the sentences.</p>
	<p>Student D</p>	<p>In the beginning, the student showed very low performance in creating logical sentences based on the elements taken from the building-up. At this point, The students could not recognize the features from the building-up in all its uses and applications in a well-formed sentence (Appendix A). It was observed that the majority of the elements in the sentences were not properly related to one another since the meaning was ambiguous or free to different interpretations. Even though some sentences were syntactically correct or at least barely interpreted by the researchers, it was difficult to completely understand the idea that the student wanted to convey in the building-ups. The student needed to be more focused on knowing the recognition and application of the elements in the sentence either in structure and meaning.</p> <p>On the other hand, this student made great progress after the application of contextualized and syntactic snapshots in the areas they had a poor performance. in the results of the final test (Appendix F), the student showed a good performance in the creation of logical sentences since it was observed that the majority of the elements in the sentence were properly connected and the idea of the sentence was interpreted as one; the student succeeds in the elaboration of more contextualized elements of the sentence to the point that it was easy to catch the intended meaning of the sentence. Besides, the good use of word order allowed the student to incorporate the right meaning to every single element of the sentence.</p> <p>It was also observed that some mistakes were committed such as the distinction of some nouns and adjectives from other elements related to this kind, some bad uses of the verb of existence in one sentence. It was very noticeable that the student showed an enhancement in the recognition and application of features from a building-up at an average of 89 % in their development during the test.</p>

	<p>Student E</p>	<p>The starting point of this research was the development of a diagnostic test which displayed the problematic in its pure form. In this test, the students were asked to solve some building ups exercises, and the results were what was expected at the beginning. The students were not able to solve the majority of the patterns, and there were even some students that had none of the sentence correct. Among all the problems found in the first test, it is prudent to mention some as not knowing the meaning of certain given features; therefore, they just omitted these features.</p> <p>However, there were some other students that dared to use these words without being sure about their meaning. With this, they just created sentences (grammatically correct) but with no sense. Besides this, there were also mistakes related to grammar construction. Some students were not aware of the infection of verbs in the third person singular (-s) either to form the present perfect tense or to create sentences in simple present. In the final test, the improvement was something noticeable since there were just very few mistakes in their resolution of the sentence patterns and the snapshot section. Throughout the course, the enhancement they had while solving the guides and understanding very well the correct way to recognize the parts of speech in the sentence and also their function in context was seen.</p> <p>In addition, context was a bit complicated at the beginning, but at the end, the contextualized snapshots helped students to refine their abilities categorizing the elements of a sentence. The most significant change was seen in the building-up section, and even though students were asked to solve several patterns, there were only few mistakes to mention among all the sentences written. The most significant (and the most common) problem was to see that there were missing some features in the sentence of the given pattern. Here, it is unknown the reason why students omitted these features since now, in its majority, students learned and understood the functions of each part of speech. However, this can be attributed to the lack of ideas of how to use the presented features in a sentence.</p> <p>Finally, there were problems of contextualization and ambiguity which did not show an anomaly in the construction of the sentence, but in the meaning of it. To have a complete and logical meaning in the sentence it is necessary to specify to whom students were referring to. Besides these problems, the student's performance was better than the starting point, and with this, it was evident an amelioration.</p>
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Source: Contextualized Syntactic Snapshots Diagnostic and Final Test

5.2 Data Discussion

5.2.1. Explanation of the parts of speech in context through metalanguage

The debate of the last century on the proper teaching of grammar, and whether it is even convenient to keep on teaching it has now been resolved by various researchers who agree that grammar should be taught in context (Goode, 2000; Sams, 2003; Sedgwick, 1989, as cited in Tommaso (n.d). In this way, researchers agreed that one of the best methods to teach grammar is by providing the context where an element of the sentence is used. The elements of the sentence are categorized as parts of speech or as word classes according to Hana (2011) that claims that word classes work together with lexical meaning and syntactic properties in parts of speech. These word classes are divided into two specific classes: the open class which refers to the new items added to the class over time such as; nouns, verbs, adjectives, and the adverbs. Moreover, the closed class contains a small number of words in which new items are added very rarely such as determiners, pronouns, prepositions, conjunctions.

The parts of speech or these word classes were implemented in the creation of snapshots to teach grammar in context. Snapshots are defined as a short description that tells what a particular place or situation is like at a particular time according to Macmillan Dictionary (n.d). As a result, every part of speech is divided into all its subcategories and grammatical uses in several sentences that conformed a complete snapshot; then, every single sentence in the snapshot is smoothly connected to convey an entire grammatical scenario that serves as a bridge for students to recognize the where, the how, and the why of a specific part of speech.

The majority of students found the implementation of snapshots very helpful since these snapshots allowed them to figure out how the function of the part of speech was in a specific context. In the words of (Hoyt, 2020) "Snapshots are essential because it will help teachers broaden their students' vision so they can see the many functions of literacy and apply them in real and meaningful ways. Researchers found this method very advantageous to teach the elements of the building-ups together to the parts of speech in structured snapshots. This allowed the students to focus on specific grammaticized chunks of data to comprehend the complete environment where a word can appear. This involves syntactic analysis for both researchers and students since it was necessary to rely on the grammatically of the language and the grammatical judgments of what data were acceptable and which one was not Carnie (2011).

Thus, this was an essential part of snapshots to recognize and distinguish the grammatical functions of the parts of speech.

5.2.2 Gradual incorporation of the parts of speech according to the grammatical function

The grammar competence plays an important role in every individual since according to Chomsky (1965) grammar competence is the knowledge of an underlying system of rules which are put in actual performance that every speaker-hearer possesses. In other words, this is the knowledge a person has in understanding the function of the elements that compose a language and distinguish which syntactic features are related to one another to create sentences. The students selected as the population were enrolled into a virtual course via Google Classroom in which the research team uploaded virtual classes in order to have these students watching them and later, they were asked to solve a guide for each session. These sessions were divided into 9 topics, one part of speech developed for class so that students studied them gradually and also put into practice the contents they saw. This had a positive impact in students' learning being that the improvement was remarkable class by class, and they clarified many of the doubts they got. Also, with the guides, students had the opportunity to put into practice what they learned. Despite that some students showed more proficiency than the others, we can say that their grammar competence improved an average of 40% more (compared with the diagnostic test) showing that this strategy to incorporate little by little the parts of speech was very helpful for students to reinforce their grammar competence.

5.2.3 Contextualization of the parts of speech in a sentence

Giving context to the parts of the speech denotes an understanding of the basic grammar rules, sentence structure, the different parts of speech, and their function in a sentence. According to Devet, (2002), grammar skills help learners organize words and make them meaningful. Snapshots provide students already contextualized sentences for them to identify, recognize, and analyze the parts of speech. These practices have demonstrated that students' understanding of context was improved by these practices since the result of the final test showed that the students got better results in contextualizing parts of speech.

However, the improvement in the contextualization of parts of speech has not been something that happened periodically as practices were given. Students showed a better understanding of some of the parts of speech, but others were still confusing for them, but this only means that they need to review these topics to improve them all equally. Just as Devet, (2002) says, learners with little knowledge of the function of language cannot fully understand grammar skills. These practices can certainly help students overcome the minor problems they had by continuing to apply contextualized syntactic snapshots to reinforce their grammar competence.

5.2.4 The application of grammatical prototypes

The distinction of the grammatical categories is what it is called prototypes. As Cruse, (2001) states that the prototype theory holds that natural categories are organized around ideal prototypes (concepts) and that other items belong to the category to the extent that they resemble the prototype. For this reason, students got tested in this area by categorizing the different types of speech from a snapshot. The results, as shown in graph B1, tell researchers that students falter on the categorization of the parts of speech. For students, it results difficult to differentiate words that belong to different word classes, as the example of determiners and pronouns where possessive pronouns and determiners showing possession (possessive adjectives) are often confused by students.

5.2.5 The application of grammatical frames

The term grammatical frames refer to fragments of knowledge of the speaker of a language. According to Millrood (2014), grammatical frames can determine grammatical phenomena, classify examples, determine whether a grammatical form is right or wrong, and others. Likewise, the practices for the reinforcement of grammar competence by the application of syntactic snapshots aim to implement these frames by the analysis and matching of different buildup patterns and the respective construction in a well-formed sentence. As observed in graph B1, students mostly excel in this area, for they do not have much trouble with the determination of grammatical phenomena, classification of examples, determination of whether or not a grammatical form is right or wrong, and others.

5.2.6 The application of grammatical scenarios

Scenarios or scripts are the means to get to an outcome by the prediction of the mind on the possible consequences. A student uses scenarios in the creation of well-formed, logical sentences using the repertoire of individual experiences. Schank & Abelson, (1977) (As cited in Millrood, 2014) say that grammatical scenarios are the structures of events stored in memory to map processes using language means. The creation of sentences using building-up patterns had the objective of sharpening the creation of logical, cohesive, and contextualized sentences. As seen in graph B1, students still struggle with this type of practice. Conversely, researchers observed that students tend to give more logic to the sentences they create, to associate the elements instead of using them separately, and to give a context to the sentence when a snapshot was a resource for students as an exemplification.

5.2.7 Conformity of the rules to make a well-formed sentence (grammaticality)

According to Collins (n,d), grammaticality can be defined as the compliance of the rules to create well-formed sentences. By knowing the rules, students are in a position to make judgments about whether a sentence is correct or not using what is called grammaticality judgment. Grammaticality judgment is related to building ups because in the building up section, students had to use a set of patterns which when combined, students were required to get sentences that not only had to be grammatically correct but also syntactically as well as semantically right too. For instance, to observe the improvement of students' use of grammaticality judgment to differentiate well-formed or ill-formed sentences, some points such as the use of elements according to their grammatical function, use of word order, syntactic cohesion, contextualization of the part of speech, and meaning conveyed in the sentence were used.

When examining the results of the diagnostic test, it was noticeable that the students had limited knowledge of grammatical judgment. Some of the most evident problems were that they presented a low performance in the use of the elements according to their grammatical function; besides, they did not know how to order grammatically and syntactically the elements within a sentence. Thus, the sentences did not have a clear and precise meaning. Some of the sentences

created did not have their elements contextualized, which made the sentence ambiguous. However, after the interventions, the students presented an improvement of grammaticality judgment. They were able to create well-formed sentences using the elements according to their grammatical function. Also, those sentences had a complete meaning and the elements of the sentences were contextualized syntactically and grammatically correct.

The importance that the students could understand and apply the elements according to their grammatical function was to verify how students used the function of feature to make meaning. Here, it was important to know the function of each part of speech as well as the syntactic order in which these elements appeared. In addition, the meaning conveyed in the sentences was one of the main points in the building up section. According to Kroeger (2016), the meaning of a sentence can be defined as a concept that provides a mental description of a certain kind of situation". This represents that sentence meaning deals with the meaning of syntactic units or parts of speech and the semantic relationships between them as well. For instance, these grammaticality judgments helped students create sentences following rules which aimed to understand how a specific constituent with a function is related to another one to form a well-structured sentence so that it can be syntactically accepted, grammatically and semantically. Evidently, grammatical judgment helps students be aware of the mistakes that can be made in writing a sentence and how those mistakes can be corrected by following specific rules.

5.2.8 Ability to categorize the features of the building-up in a sentence

Carnie (2011) expressed that the syntactic categories, also called parts of speech, are the groups of words that allow us state rules about the creation of sentences. These words are the components of a sentence, and they can be categorized in different types. Parts of speech appear in different places according to their function and meaning, and this was the main objective of the students during the whole course. Students were asked to solve some guides after each virtual class they received. In these guides, students had to categorize the different parts of speech in a contextualized syntactic snapshot. At the beginning, students did not know exactly the functions of each feature; nevertheless, throughout the sessions, students changed the traditional way to work for an innovative method. Students showed that these practices along the course helped them notably since their performance grew little by little until the final test.

In this test, students presented few mistakes when categorizing the parts of speech given in the snapshot section.

5.2.9 Word order of parts of speech in a sentence

Basically, word order indicates how words are organized in a sentence. The standard order in a sentence is Subject+ verb+ object. To understand the correct sequence of words it is important to interpret what subject, verb, and object(s) are (The Importance of Word Order in English, 2015). Word order is essential in sentences because it provides sense to sentences. After each class in the online course, students were assigned in the guides to write logical sentence patterns following the correct word order. At the beginning, students experienced certain difficulties such as not placing the words in the correct way or missing certain features in the sentences they were creating. However, at the end of the course students showed a visible improvement since they could write sentences following the correct word order and even more not missing any feature of the building-up showing that the course helped them improve in a positive way.

5.2.10 Logical and cohesive sentences

Byrd (1998) said that when grammar is studied in context, then a variety of forms emerge as a fundamental part of the expression of particular meanings in particular discourse contexts. On the other hand, the concept of cohesion is related to semantics; and it refers to relations of meaning that exist within the text, and that define it as a text. Also, it can be defined as the organization of discourse with all elements present and fitting together logically. For instance, students need to create sentences not only with structured strings of words but also with contextual cohesion among the utterance which will make it more comfortable for the readers to comprehend and interpret the message conveyed in the sentence.

It was found that students have a positive approach towards the application of contextualized syntactic snapshots to create logical and cohesive sentences in the building up section. The importance of having contextualized syntactic snapshots was to lead students to understand how to apply grammatical functions of the part of speech and use them to communicate different meanings. Before the application of contextualized syntactic snapshots, students showed some problems regarding the use of syntactic cohesion among the elements, the contextualization of the parts of speech in the sentence as well as the overall meaning

conveyed in a sentence. However, it was found that students had a positive approach towards the application of contextualized syntactic snapshots to create logical and cohesive sentences in the building up section. After the interventions, positive results were obtained as students showed improvement in writing logical and cohesive sentences. The students were able to use the elements by putting them in context and giving them a more precise meaning.

CHAPTER VI:

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

6.1 Conclusions

6.1.1 Application of the syntactic and contextualized snapshots to enhance students' grammar competence

At the beginning of this research project, students showed low performance in the use of the parts of speech since the majority of the sentences in the diagnostic test showed a weak construction and a lack of coherence in their meaning. As Chomsky (1965) suggested that a speaker of a language must acquire the rules of that language to communicate effectively, so these rules are categorized as grammatical aspects that allow the speaker to differentiate between acceptable and non-acceptable patterns. As students had a lack of these grammatical rules in their competence, the application of snapshots was helpful for students since this approach provided them with the right tools to interact more accurately with the language as it was shown in appendix E and appendix F. These snapshots not only focused on showing each part of speech in different contexts but also provided the grammatical aspects that students need to aim in the elaboration of sentences from the inside out. Therefore, the research team infers that the application of the syntactic and contextualized snapshots to enhance students' grammar competence ameliorated the approach not only to teach this section of the written test but also to learn in context. That means grammar parts in a written test whether in the face-to-face education or online education models should be set, developed, and evaluated within a real context making the task for students something more beneficial.

6.1.2 Reinforcement of the theoretical and practical knowledge of grammatical rules based on the cognitive models of grammatical competence of students

Due to the fact that grammatical competence is necessary for the creation of correct sentences, it is very important to augment the knowledge by learning the rules that dictate well-formed sentences. According to Millrood, (2014) grammatical competence, in the context of learning, can be assumed to be a set of theoretical knowledge and language skills necessary and

sufficient for students to construct correct sentences, to understand them, to monitor grammatical errors, to pass judgments about right and wrong linguistic forms, and to perform language testing tasks. In this sense, researchers conclude that students did enhance their grammatical competence since the results shown on the data collected were positive based on the criteria for the elaboration of sentences in the building-up section (Appendix G).

It is certain that students use grammatical competence when creating sentences. Students do what they are asked with the set of skills they have for this purpose, and these skills can be enhanced to get much better results on the creation of sentences in the building-up section. Similarly, in the written test of the levels of English of the Major of Licenciatura en Idioma Inglés, Opción Enseñanza students make use of these skills when creating sentences for the building-up section. Therefore, it can be concluded that developing these skills is a must for having good results when students create sentences. Certainly, the analysis of elements of the building-up to dictate the word class and category to be used in the construction of the pattern needs to be worked on by teaching them the parts of speech and making emphasis on the different elements. Indeed, the recognition of well-formed or ill-formed sentences by using a judgemental task is a strong factor that determines if the student understands grammatical rules and applies them to form a sentence; that is why, it needs to be strengthened by teaching the grammatical rules for the elaboration of correct sentences in context. Finally, the use of logical scenarios in which the elements of the building-up pattern can be used in a cohesive way is also an important thing when creating a sentence; therefore, students need to work the use of elements in a contextualized scenario or scenarios in which it can be used.

It could be seen in this research that students had an improvement on creating correct sentences and analyzing the elements of them to find errors to make a judgement and to correct them. The building-up section requires a high level of internalization of grammatical rules so that students fulfill the requests on this section (building-up section) of the test in the levels of English of the major.

6.1.3 The elaboration of grammatical sentences on the building-up patterns

When learning a new language, especially in students of “Licenciatura en Idioma Inglés”, it is important for students to know how to create grammatical sentences on the building-up patterns since this is an essential part of the written test that measures students’

knowledge about grammar structures and sentence formation. At the beginning of this investigation, the target population showed that it was really difficult to have a good grade in this section. According to the results that the diagnostic test applied to students of Intensive Intermediate English II provided, there was no student with a perfect result. Collins (n.d.) expresses that grammaticality refers to the creation of well-formed sentences. This is what students needed to improve when starting this research. However, it was evident that the application of contextualized syntactic snapshots to teach students the parts of the speech helped them improve the way in which they write sentences. Surely, the application of this strategy was useful for the research team to enhance students' grammar competence since they learned techniques such as recognizing the parts of speech in context, classifying the elements and matching patterns to sentences to be applied while solving the building-up section in the written test.

6.2 Limitations

Throughout the study, the research team faced some difficulties to carry out the project. First, the team found few opportunities to make the interventions during the time set at the beginning due to the global pandemic (COVID-19). This pandemic affected the educational system all over the world, leading to the closures of schools, universities, and colleges. The lockdowns in response to COVID-19 interrupted conventional schooling which affected learning and examinations, and at the same time, led to set new alternative learning ways of developing classes. For instance, schools, universities, academies, colleges among others were to replace face-to-face classes with online learning classes. Also, students had to rely more on their own resources to continue learning remotely through the Internet, television, or radio resources.

Due to this pandemic and the new learning alternatives, the research team no longer knew whether it might be appropriate to work and execute the project online. They were not sure if adopting a new way of teaching would give reliable results for the research study. Also, researchers were doubtful whether the students would be willing to participate in the project. In this way, researchers had to postpone the classes and later plan and coach through virtual sessions to develop the interventions and keep carrying out the research study.

Another limitation was the gradual decline in students' participation. Not all students who began taking the course were able to complete it due to external reasons such as limited access to digital learning resources, reliable internet access or bad internet connection, lack of interest, or catching the virus (COVID 19). On the other hand, postponing activities was another limitation the researchers had to deal with. The researchers had to postpone some exams and guide deliveries because the students demanded a little more time as they were saturated with homework and different class and exam schedules for the subjects taken in the major. Certainly, these situations made researchers have some problems to execute the research study. This led to have a total of 5 students at the end of this research project.

6.3 Recommendations

6.3.1 Recommendations for teachers

Certainly, practices including contextualized syntactic snapshots help students overcome the minor problems they had. Teachers should continue applying these types of practices to reinforce the grammar competence in students.

Since this research project is already completed, teachers should use the same metalanguage to refer to the elements of the building-ups as well as incorporate contextualized syntactic snapshot practices on the syllabus in the five levels of English from the Western Campus of the University of El Salvador because students will be encouraged to practice writing sentences with a different and innovative way. It is important that teachers use the adequate metalanguage because that is going to help students not only in their grades but also in their understanding of the different terminology in English grammar. Also, it is a good idea to incorporate snapshots as practices for students because they can have a different experience when writing sentences.

Teachers should provide a specific time to do practices during classes, so students can study more until they have the written test. In that way, students are going to improve their grades. If teachers make the time to provide more practices for students, they can evaluate the student's progress. Moreover, when doing practices in classes, teachers have the opportunity to clarify all doubts students have so they understand the things they did wrong during the practice and avoid making the same mistakes in the future. Also, teachers should provide the reasons

why students have difficulties when writing sentences and give them examples to let them know that they care about their learning.

Teachers should be ready with an online course in case of a pandemic situation or any natural disaster. Having a teaching online course on hand is essential for teachers in case of any situation that requires the suspension of face-to-face classes because teachers can cover all the lessons stipulated for the semester without missing important topics. Moreover, students can see the responsibility teachers transmit to them and that they are aware of their learning. Teachers should be able to work online and fulfill all the expectations and objectives stipulated for each lesson.

Finally, teachers should know how to use at least 2 or 3 online platforms to teach such as webex, zoom, google meet, etc. This is essential because teachers show that they are trained to provide the best education to students in any situation. In addition, teachers who know how to teach face to face and online have the advantage of monitoring student's progress in both ways. Tutoring an online course has advantages because teachers can check via email or phone messages to monitor progress and comprehension, and answer any questions that they may have. Students are encouraged to reach out often, too

6.3.2 Recommendations for students

After the development of the project, the research team set some recommendations for the enhancement of students' grammar competence. They suggest students find ways to incorporate language learning into their everyday lives. For this, the research recommends students learn and practice grammar in contextualized situations. As Wajnryb (1990, p.6) said "Context gives a more precise understanding of how to use the grammar and provides accuracy in the studied language both in oral and written skills". That is students should commit to research, read, and write to make well-built sentences in practices and tests. Doing this, students learn grammatical conventions in various contexts to control and use them correctly to express different meanings.

In addition, it is recommendable that students solve more practices based on contextualized situations besides the ones given in classes to improve their understanding of the grammatical features, their vocabulary, and the production of cohesive sentences. For this,

researchers suggest students follow the 3 types of practice implemented in the interventions. The practices were divided focusing on grammatical concepts, grammatical prototype, and grammatical scenarios. Grammatical concepts focus on the understanding of concepts of the part of speech, while grammatical prototypes help students analyze and distinguish one element from the rest. Similarly, grammatical scenarios help students to apply these concepts and their function in a contextualized situation. For instance, the ability both to recognize and to produce well-formed sentences is an essential part of learning a second language.

Furthermore, students are encouraged to participate in classes. This will help them to reinforce topics seen in class and to realize what areas need to be worked on more; as well as the areas that need improvement. The goal is that by asking, teachers can clarify any doubts they may have regarding a particular topic. In the same way, researchers recommend students to be a self-taught learner. This is for the purpose of mastering the contents not only in the classroom when taught by the teacher but also outside the classroom by themselves, with peers, or video tutorials. This means that they can use not only snapshots, or short paragraphs to practice the language in a contextualized setting but also watching videos or movies in which the language is involved. This can facilitate the understanding of how to use and apply certain grammatical elements, and they could be aware of what areas they are failing in and how they can improve them. Doing this, the student's attention needs to focus not only on the forms of the language but on the meaning these forms convey.

6.3.3 Recommendations for future researchers

It is recommended that future researchers have a backup plan in case they face a global emergency when conducting their research study. For this, it is recommended to future researchers to implement an online course to teach building ups following the 8-session plan to reinforce the students' grammar competence based on contextualized syntactic snapshots. Also, this online course can be based on new techniques that as future researchers they can investigate, analyze, and apply to help students to reinforce the creation of sentences in the building-ups section. In the same way, future researchers are advised to investigate other possible factors that prevent students from writing well-formed sentences in the building ups section. Taking into account the above statements, researchers could improve student performance when creating well-formed and logical sentences in the building up section with 90% accuracy.

Likewise, future researchers should do weekly tests to monitor students' improvement during each session of classes for that corresponding week. This is in order to verify that the courses being provided to students are really helping them, and if not, look for other resources that are aimed at helping students to improve their performance in the building ups section. Nevertheless, it is recommended that researchers encourage students to realize that the courses help them not only to reinforce topics they have seen but to improve their writing skills as well as to enrich their vocabulary which will help them in the oral and written form.

Also, future researchers should investigate in depth the reasons why students have so many difficulties when writing sentences in grammatical scenarios to find the root for the problem. It would be helpful to capture qualitatively the experiences and perspectives of students through a survey, questionnaire, or interview so researchers can find the main reasons for the problem.

Finally, future researchers should analyze more carefully to find the reasons why it is the section with the most deficiency. First, they can do a diagnostic test to get to know the knowledge students have about building-ups, and then they can do weekly tests to monitor students' improvement during each session of classes for that corresponding week.

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APPENDICES

Appendix 1



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
DIAGNOSTIC TEST

Objective: To measure Intensive intermediate English II students' capabilities to write complete and logical sentences using predefined patterns

Indications: Write complete and logical sentences using all the items given in each pattern.

BUILDING-UP SECTION

1. Present continuous/ 3rd Pers. pl/ Call on someone/ Time expression/ Adjective

2. Wh question// 2nd pers pl/ / going to/infinitive of purpose / adj+noun

3. Negative/ Present perfect/3rd Person singular/ Be/ Canada/ (not) yet/ Verb of existence

4. Third person singular/ verb to be/ comparative of "intelligent" / member of the family/ interrogative

5. Possessive Case/ 3rd Person singular/ Cook/ Superlative/ Countable Noun/ Place /Present Tense

Appendix 3

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**

QUESTIONNAIRE ADDRESSED TO ENGLISH TEACHERS

Objective: To collect meaningful information in order to diagnose problems Intensive Intermediate English II students face in the building-up section of the written test

GENERALITIES:

Subject: Teaching experience (years):

Instruction: Please answer honestly the following questions according to your experience as an English teacher. This questionnaire will be anonymous.

1. Do you consider that it is important to evaluate building-section? Why?

2. How frequently do you evaluate building-up in students?

3. When do you consider that is optimal to implement building-up practices to students?

4. Do you contemplate that students receive enough practice along the semester to succeed in the written test?

5. Do you think that there are other exercises that can replace the building-up section without missing the purpose of this grammar section?

6. From your point of view, to what part of the speech do the building ups contribute the most? Why?

7. How do you think that building-up sentences foster grammar competence or communicative competence in students?

8. What type of practices do you implement with your students to help them improve the building - up area?

9. Besides Grammar, what else do you evaluate in the building-up section?

10. From which level do you consider that building-up section must be implemented?

11. Do you consider that building-ups can foster students' error analysis?

12. Do you think that building up practices enhance students' capabilities of writing sentences critically?

THANK YOU FOR YOUR COOPERATION

Appendix 4 (Macro Lesson Plan)

University of El Salvador
Western Multidisciplinary Campus
Foreign Language Department



Subject: Intensive Intermediate English II

Group: 2

Teachers' names:

1. Jorge Alberto Díaz Durán. Lesson 1 and 8
2. Judith Alejandra Campos Méndez. Lesson 2
3. Hector Alfonso Gonzales. Lesson 3
4. Carlos Arturo Cortez Alcantar. Lesson 4 and 5
5. Josselyn Alejandra Gómez Elizondo. Lesson 6 and 7

Time: 10 hours

date 06/21/2020

Lesson Unit: the part of speech

Target Structure: Sentence elements, building-ups patterns, and sentence structure

Target Content: Nouns: Nouns, determiners, pronouns, adjectives, verbs, adverbs, prepositions and conjunctions.

Objectives:

General: At the end of this video lessons SWBAT:

Effectively apply the parts of speech to write well-formed sentences for the building-up section of the written test.

Specific: At the end of this video lesson SWBAT:

Categorize the different types of each part of speech used in sentences and building-ups.

Recognize the multiple functions of the parts of speech in context.

Construct a sentence using the parts of speech one by one and all together from a building-up pattern.

<p>Lesson 1</p>	<p>NOUNS</p> <p>Introduction</p> <p>Present students the agenda for the first video lesson.</p> <p>Agenda</p> <p>Proper Nouns</p> <p>Common Nouns</p> <p>Abstract Nouns</p> <p>Countable and Uncountable Nouns</p> <p>Compound Nouns</p> <p>Possessive Nouns</p> <p>Irregular Nouns</p> <p>Tell students that the lesson will consist of 3 essential parts:</p> <p>The snapshot: Students will have the opportunity to see the different types nouns in real context and how they differentiate from one another. This snapshot will help student observe the different functions these nouns may have.</p> <p>The grammar notes: The teacher will explain each different type of nouns, the concepts, the main uses, the subtopics, the context where they may appear. Then, the teacher will use the snapshot to look for the examples in context and analyze them according to their function.</p> <p>Vocabulary: The teacher will create a list of the most difficult or tricky words and phrases to understand based on the snapshot’s content. Then, he has to give a short definition and an example according to the use given in the lessons.</p>
<p>Time</p>	<p>Presentation</p>

<p>10 minutes</p>	<p>Tell students that they are about to see the snapshot.</p> <p>Tell them the information about the snapshot, the name, the number, etc.</p> <p>Tell students to pay careful attention to the nouns in different colors.</p> <p>Read the snapshot fluently so that students can follow your rhythm and intonation,</p> <p>Tell them that they can pause the snapshot or go back to read again.</p> <p>Snapshot 1A</p> <p>Topic: A nightmare in the canyon</p> <p>Aaron Ralston is a sportsman from Colorado in the United States, and he loves mountain climbing. One day, he found himself in dire straits alone in a canyon in the desert when a 500kg rock came crashing down the canyon to smash his right hand and trap it against the canyon wall. He spent days in isolation and found himself in a terrific situation. He was dehydrated since he didn't have water left, and each hour felt like an eternity. While he was trapped there, the fear controlled him, and he started to feel anxious and desperate. He began to think that the closest people to him might be feeling worried because he had failed to tell anyone where he was going. At the last minute, the plans had fallen through, and on the spur of the moment he decided to head out on his own in order to cycle up a mountain trail, take his bike and then walk down the Blue John Canyon. At that moment, he could spot a cactus which was a good signal where he entered first. In order to get out from there, he took his dad's knife that had two blades and tried to cut his hand, but he only got a big hole in it. After another 24 hours of pain and despair, the strength came to him. With a final burst of energy, he broke his arm's bones and freed himself.</p>
<p>Time 35 Minutes</p>	<p>Grammar notes</p> <p>What are nouns?</p> <p>Nouns make up the largest class of words in most languages, including English. A noun is a word that refers to a thing (book), a person (Betty Crocker), an animal (cat), a place (Omaha), a quality (softness), an idea (justice), or an action (yodeling). It's usually a single word, but not always: cake, shoes, school bus, and time and a half are all nouns. (Merriam Webster dictionary)</p>

Nouns name things and are the largest building-blocks found in a sentence. As Cambridge (2020) suggests “nouns are one of the four major word classes, along with verbs, adjectives and adverbs.”

Proper nouns

Proper nouns have two distinct features: They name specific one-of-a-kind items, and they begin with capital letters, no matter where they occur within a sentence. All nouns are words naming people, animals, places, things, and ideas.

What kind of item?	Proper noun
Person	Napoleon
Place	The Amazon
City	San Salvador
Country	Canada
Holyday	New years´ day
Newspaper	New York Post

SNAPSHOT:

Aaron Ralston, Colorado, The United States, Blue John Canyon

FUNCTION:

Aaron Ralston → subject

BUILDING-UP:

3rd person singular/ verb to be/ **proper noun**/ preposition/ country

Aaron Ralston is a sportsman from Colorado in The United States

Capitalization of proper nouns

We have to use capital letters every time we use a proper noun in any part of the sentence. This includes names of **people, places, companies, days** of the week and **months** and the rest of the list described above. For example:

They talk about **Andy**.

I live in **France**.

He works at Microsoft.

The last day in **December** is a **Thursday**.

We saw **Titanic** in the **Odeon Cinema**.

In the name of some countries or regions the article “the” is not capitalized:

Country: the United States, the United Kingdom, the French Republic, the Philippines

Exception: The Bahamas, The Gambia

The following words are capitalized even if they are not proper nouns. However, they are derived from nouns (country) to adjectives (nationalities). For example:

Country: Spain/ **Spanish**, France/ **French**, Canada/ **Canadian**, El Salvador/ **Salvadorian**.

Common nouns

Common nouns are words used to name general items rather than specific ones. Common nouns are everywhere and people use them all the time to name things of daily use; for example, house, pencil, table bridge, star, etc.

In common nouns, we are talking about more general things than we did it with proper nouns. Normally, common nouns are the general categories that help us identify where a proper noun come from. For example: **president** / Donald Trump, **country**/ Canada, **person**/ Henry Ford, **book**/ Pride and Prejudice.

Type	Example
People	Father, mother, baby, teenager, teacher, etc
Things	Book, pencil, computer, door
Places	continents, restaurants, parks
Animal	Dog, cat, bear, wolf
Ideas	Love, hate, respect

SNAPSHOT:

Sportsman, canyon, bike, hole

FUNCTION:

sportsman → Subject complement

BUILDING-UP:

3rd person plural/ **common noun**/ simple present/ time expression.

They become real **sportsmen** on weekends

Certain common nouns are written with a capital letter in some cases. For example, common nouns that appear at the beginning of the sentence. **Dogs** are the best friends for men. Also, common nouns can be part of a compound proper noun, ex: The **Wall Street Journal**. In this case, “wall, street and journal” are no longer common nouns since they refer to something in specific (proper nouns)

Abstract nouns

Abstract nouns are words that name ideas or concepts. They are not concrete. Your five physical senses cannot detect an abstract noun – you can’t see it, smell it, taste it, hear it, or touch it. For example, anxiety, freedom, despair, beauty, culture, belief, adventure, etc.

Category	Example
Feelings	Anxiety, fear, pleasure, sympathy, stress, pain
States	Freedom, Liberty, luxury, misery, chaos
Emotions	anger, happiness, joy, love, despair, sadness
Qualities	Beauty, courage, determination, honesty, patience
Concepts	Culture, energy, faith, motivation, failure.

SNAPSHOT:

Isolation, eternity, fear, energy

FUNCTION:

The fear → subject

BUILDING-UP:

3rd person singular/ **abstract noun**/ simple present / preposition / common noun/ aff/ adv of frequency

Sometimes, **fear** stops people from achieving their dreams.

Be careful in the use of abstract nouns because this kind can be a little tricky at the moment of using them in a sentence. Abstract nouns are widely used to talk about things we cannot experience with our five senses, so it is important that you conjugate them with the right verb or complements.

For example:

You will require more **courage** and sacrifice to reach that goal.

The abstract noun “courage” is used as an attitude or quality you need to have in order to accomplish something.

Courage is fear holding on a minute longer-by George S Patton

In this case, courage is being used as metaphorical meaning-something that cannot be understood for its literal meaning but for the message it transmits. Abstract nouns can be found in many **quotes**.

Countable and uncountable nouns (__ minutes)

In English, countable nouns are any word that can be counted as one unit or more. These nouns can be counted either in singular or plural: dog, dogs. House, houses, pencil, pencils and so forth.

Non-countable nouns are words that are taken as whole units. These nouns cannot be counted or numbered in more units. Uncountable nouns are always singular, so they have to be used with singular verbs. Ex: water, cheese, information, garbage, equipment etc.

SNAPSHOT:

Hand, Plans, Situation, strength

FUNCTION:

Situation → object of a preposition

In a terrific situation

BUILDING-UP:

1st person plural/ present perfect/ uncountable noun /quantifier/ time expression/

We have been in **many** terrific **situations** since yesterday.

Remember that all uncountable nouns are always in singular form and so are the verbs. For example:

There is too much **traffic** today.

Physics is a very difficult subject.

Photography is my favorite hobby.

The **wind** blew my tent this morning.

Countable nouns can be also common nouns. For example:

I have a **pencil**.

I have two **pencils**.

They have lived in one **city** this year.

They have lived in three **cities** this year.

Since these nouns have the characteristic of being counted or numbered, they can be categorized as countable too.

My only **dream** was to become an actress.

I had two wonderful **dreams**. (abstract and countable)

Countable and uncountable nouns can be abstract nouns as soon as they occurred in certain circumstances:

They have to be:

Idea

Concept

No use of Five senses

For example:

Freedom makes humanity a unique species. (uncountable and abstract noun)

✗ water is not abstract (You can feel it with your senses- only uncountable)

Compound nouns

Compound nouns are words for people, animals, places, things, or ideas, made up of two or more words. Most compound nouns are made with nouns that have been modified by adjectives or other nouns, for example, toothpaste, hometown, well-being, washing machine, etc.

Compound nouns can be classified in three ways:

Closed Form: In this case, the noun is composed of two or more nouns with no additional punctuation or spaces between. This compound noun pushes together two or more nouns as only one unit. Example: softball, redhead, makeup and keyboard.

Hyphenated Form: This compound noun joins two or more words with one or more hyphens between them. Examples include six-pack, five-year-old, and son-in-law.

Open Form: these compound nouns are made up of two or more words with a space between each component, but they still function as only one unit. Examples include post office, middle class, and bus stop.

Type	Example
Noun + noun	Football
Noun + verb	Haircut
Noun + adverb	Passer-by
Verb + noun	Washing machine
Verb + adverb	Draw-back

SNAPSHOT:

Mountain climbing, John blue canyon mountain trail

FUNCTION:

Mountain climbing → direct object

BUILDING-UP:

Possessive adjective/ simple present / **compound noun /time expression/aff**

My friend really loves **mountain climbing.**

In all the cases, closed form nouns are pluralized at the end. For example: toothpaste/ toothpastes. But in the case of hyphenated forms and open forms, the letter -s change according to the position of the headword or more significant word. For example: washing machine/ washing machines. In this case, the word machine is the headword, and the word machine is a modifier. Also, in the case

of mothers-in-love, the headword is mother and -in-law are modifiers. These modifiers could appear before or after the main word or headword.

Irregular nouns

Certain words do not follow the rules for regular plurals. There are some common types of irregular plural nouns that occur, and some words simply have no plural form at all. Irregular plural nouns are nouns that do not become plural by adding -s or -es, as most nouns in the English language do. For example: man – men, fish – fish, mouse mice, penny- pence Traffics (nd)

Ending	Example
“F” “Fe”	Knife = knives
“us”	Cactus = cacti
“o”	Potato = potatoes
“is”	Thesis = theses
“um”	Medium = media
“ix”	Appendix = appendixes or appendices
Same	Deer = deer

SNAPSHOT:

People, cactus

FUNCTION:

People → Subject

BUILDING-UP:

3rd person plural/ modal of possibility/ **irregular noun**/ verb in ing/ aff/ adjective/superlative adjective

The closest **people** to him might be feeling worried

Possessive nouns

A possessive noun is a noun that names who or what owns or has possession of something. In most cases, for singular nouns to show that possession, we add an apostrophe + s. For plural nouns we simply an apostrophe except for those few plural nouns that do not end in s. for example, boy's ball, girls' dolls, my friend's house, etc.

Form	Example
Singular	Book's cover
Plural	Students' grades
Irregular	People's ideas
Indefinite	Someone's car
Hyphenated	T-shirt logo
Compound Word	Post offices hours
Joined nouns	Hensel and Gretel's story

SNAPSHOT:

Dad's knife, arm's bones

FUNCTION:

Dad's knife → **Direct object**

Noun → **Indirect object?**

BUILDING-UP:

1st person singular / going to/ possessive noun / conjunction / proper noun / affirmative

I am going to give Jonas my **dad's knife** as soon as possible.

Every time you use the possessive case for singular or plural nouns, you have to use the particle "s" to show the possession. However, when some nouns end with the letter "s" as in the case of James, you just need to add the apostrophe to the end. For example: James' car. The same happens with plural nouns that end in "s". For example: planets' orbits. In the case of compound nouns, the apostrophe goes at the end of the nouns as well. For example: Notre Dame's tower.

Syntactic order

N + V : James looks, Max is playing, water is...

V + N : I have water...

V + N + N: I gave James money, I will send Mark my request...

Adj + N : nice car, beautiful flowers...

Det + N: The house, the car, my homework, this book...

Det + adj + N: the beautiful house, that old house

Prep + N: in Miami, from Martha, from Canada...

Prep + Det + N : in the house, from that country

Inf + N: to buy flowers, to lend money

Inf + Det + N: to see the flowers, to send this letter

	<p>Vocabulary list</p> <p>Mountain climbing: (N) It is a hobby where people climb mountains. It may involve hiking, rock climbing, as well as crossing glaciers.</p> <p>To smash:(V) To strike or to hit with great force.</p> <p>Isolation: (N)The condition of being alone, especially when this makes you feel unhappy.</p> <p>In dire straits: (phrase) Extremely tiring and difficult, and demanding great effort and determination.</p> <p>Dehydrated: (Adj) Not having the normal amount of water in your body so that you feel ill or weak.</p> <p>To fall through:(V) To fail or come to nothing (of plans etc.)</p> <p>On the spur of the moment: (phrase) In a very bad or difficult situation.</p> <p>To head out:(V) To leave some place, to depart, to begin a journey</p> <p>Blade: (N) The flat part on a knife or similar tool or weapon, with a very thin edge used for cutting.</p> <p>Burst:(N) A sudden intense effort.</p>
<p>Online</p>	<p>Controlled practice</p> <p>INDICATIONS: Read the snapshot 1B carefully and pay extra attention to the nouns in bold. Look for the different types of nouns studied in the virtual class to classify them. Then, put the nouns in the table of nouns below. Be careful of the function of these nouns at the moment of classifying them.</p> <p>Snapshot 1B: A brilliant Mind</p> <p>Bill Gates was born on October 28, 1955, in Seattle. The boy was the second of three children in a middle-class. He enjoyed playing games with the family and was very competitive. He also loved to read many books. Bill became bored in public school so his family sent him to Lakeside School, where he excelled in math and science. Gates became a geek in computer programming during the era of giant computers. His school held a fund-raiser to purchase an advance machine</p>

so students could use a computer to create **programs**. Using this, **Gates' mind** was very brilliant so he wrote the **tic-tac-toe**, a very famous game. He was the first **person** to create that game, using a computer language called Basic. At Lakeside, Bill met **Paul Allen**, who shared his interest in computers. **Gates and Allen** hacked into a **computer's software** belonging to corporation to get free computer time but were caught. After high school, Bill was accepted by **Harvard University**. However, later Paul Allen dropped out of college to work on computers and convinced Gates to drop out of Harvard and join him in starting a new **business**, in **Albuquerque**. They became **pioneers** in computers and soon raised an **empire**. Nowadays, that empire is **Microsoft**, and it is one of the largest companies in computers all around the globe.

Categorize all the nouns in their type and function according to the snapshot information.

Remember that a noun could have two or more types in their categorization.

You can read the article as many times as possible to see the context where they occur.

Elements for the analysis

Type	Proper noun, common noun, abstract noun, countable or uncountable noun, compound noun, irregular noun and possessive noun
Function	Subject, subject complement, direct object, indirect object, object of preposition

Nouns			
N.	Noun	Type	Function
1	Bill gates (example)	Proper noun	Subject
2	October		
3	Seattle		

	4	boy		
	5	children		
	6	middle-class		
	7	Games		
	8	Books		
	9	family		
	10	Lakeside School		
	11	math		
	12	Science		
	13	Geek		
	14	computer programing		
	15	School		
	16	fund-raiser		
	17	programs		
	18	Gate's mind		
	19	tic-tac-toe		
	20	person		
	21	Paul Allen		
	22	Gates and Allen		
	23	computer's software		
	24	Harvard University		
	25	business		
	26	Albuquerque		

27	pioneer		
27	empire		
28	Microsoft		

Part II. Read the sentences from the left and analyze the elements in each of them. Then, match them with the building-ups on the right according to the elements in common. Use the letters from the sentences and write them in the box to match them with the correct building-up.

Sentence

Building-up

A	The doctor is playing basketball very well.		3rd person sing/ prep / past/ continuous tense/ common noun / time expression/ adverb
B	The cat was running furiously on the roof last night.		1st person plural/ simple past/ prep/ proper noun / time expression
C	Real love is able to awaken your soul.		2 nd person plural/ simple present/ uncountable noun / quantifier/ interrogative
D	Maria has not been invited to Martha's party.		3 rd person plural/ future for predictions/ possessive adjective/ irregular noun / an idiom
E	We met each other in The United states ten years ago.		3 rd person singular/ verb to be/ abstract noun / infinitive/ affirmative
F	Do you have too much homework today?		3 rd person singular/ possessive noun / present perfect/ negative
G	My children will pass the exams with flying color this semester.	A	3 rd person singular/ verb to be/ continuous tense/ common noun / adverb

<p>Online</p>	<p>Semi-controlled practice</p> <p>INDICATIONS: Write a complete and logical sentence according to the building-pattern in the exercise. Include all the elements asked in the building-up and use them correctly. In each building-up, there will be one or more specific elements that have to be used as it is suggested. Do not forget to give a logical meaning to the sentence.</p> <p>For example:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Building-up: Possessive adj/ proper noun/ present continuous / verb to be/ adjective / aff</p> <p style="text-align: center;">Proper noun: as a subject</p> <p>Sentence: Will Smith is having a wonderful party in my house.</p> </div> <p>Remember to color the type of noun as it appears in the example (you can choose the color)</p> <p>Building-up 1: 3rd person singular/ verb to be / possessive noun/ comparative adj/ than</p> <p>Possessive nouns: as a subject</p> <p>Sentence:</p> <p>Building-up 2: 3rd person plural/ uncountable noun/ verb to be/ / negative / adverb</p> <p>Uncountable noun: direct object</p> <p>Sentence:</p>

	<p>Building-up 3: 2nd person plural/ present perfect / become/ adjective/ common noun/ aff</p> <p>Common noun: as a subject complement</p> <p>Sentence:</p> <p>Building-up 4: 3rd person singular / compound noun / verb to be/ present continuous / preposition / abstract nouns</p> <p>Compound noun: as a subject</p> <p>Abstract noun: object of preposition</p> <p>Sentence:</p> <p>Building-up 5: 1st person singular/ near future/ irregular noun/ common noun/ time expression</p> <p>Irregular nouns: as an indirect object</p> <p>Common noun: as a direct object</p> <p>Sentence:</p>
<p>Lesson 2</p>	<p>DETERMINERS</p> <p>Target Content: Determiners: articles a and an, demonstratives adjectives, possessive adjectives, quantifiers</p> <p>Objectives:</p> <p>General: At the end of this video lesson SWBAT:</p> <p>Effectively apply determiners to write well-formed sentences for the building-up section of the written test.</p> <p>Specific: At the end of this video lesson SWBAT:</p> <p>Categorize the different types of determiners used in building-ups.</p> <p>Recognize the multiple functions of determiners in context.</p> <p>Construct a sentence using determiners from a building-up pattern</p>

	<p>Introduction</p> <p>Present students the agenda for the first video lesson.</p> <p>Agenda</p> <p>Articles</p> <p>Demonstrative Adjectives</p> <p>Possessive Adjectives</p> <p>Quantifiers</p> <p>Tell students that the lesson will consist of 3 essential parts:</p> <p>The snapshot: Students will have the opportunity to see the different types determiners in real context and how they differentiate from one another. This snapshot will help student observe the different functions these determiners may have.</p> <p>The grammar notes: The teacher will explain each different type of determiners, the concepts, the main uses, the subtopics, the context where they may appear. Then, the teacher will use the snapshot to look for the examples in context and analyze them according to their function.</p> <p>Vocabulary: The teacher will create a list of the most difficult or tricky words and phrases to understand based on the snapshot’s content. Then, he has to give a short definition and an example according to the use given in the lessons.</p>
	<p>Presentation</p> <p>Tell students that they are about to see the snapshot.</p> <p>Tell them the information about the snapshot, the name, the number, etc.</p> <p>Tell students to pay careful attention to the determiners in different colors.</p> <p>Read the snapshot fluently so that students can follow your rhythm and intonation,</p> <p>Tell them that they can pause the snapshot or go back to read again.</p>

Snapshot 1A

Topic: A nightmare in the canyon

The Hemsworth family was **the** heart of Marwin. **The** eldest daughter, Clara was **a** kind and sweet girl. She was one of **those** quiet kids who did not have **many** friends. She had only **three** friends: Edward, Donna and Mark. One day, **this** group decided to go on **a** trek to **the** nearby Fox Hood Mountain. **This** peak was known to be one of **the** scariest places in **the** country. After reaching halfway, they decided to halt for **some** refreshments. Clara told everyone that she was in need of **some** air so she went around for **a** walk. Expectedly, Clara took **her** huge bag along with her. **Her** friends were now feeling suspicious, so they decided to follow her. After walking for not more than **a few** minutes, they got **the** shock of **their** life. **All those last** minutes spent with Clara had gone forever. Clara was lying on **the** ground over **a** pool of blood holding **her last** breath. She had **a** bullet hole on **her** stomach. **These** teenagers did not even know what to do. Donna was really worried, Mark cried and Edward ran in **the** search of **the** doer. Donna searched for **any** evidence which could help them find **the** culprit. She then noticed that Clara's bag was nowhere to be found. She quickly informed Mark and Edward about **the** missing bag. All of a sudden, they heard approaching footsteps. It was Melisa Hemsworth, Clara's stepmother. She was standing there while holding **a** gun. **The** kids were shocked again. Melisa looked at them and said, "Calm down kids, Clara saw something she was not supposed to". **The** trio was horrified and **their** faces turned pale. They walked down **the** hill and Mellisa led them to **a** cave. **The first** kid who enter to **this** horrible cave was Mark; then, Donna and Edward. Upon entering, it was **a** big room containing **many** devices. In **that** place, they found **a** video depicting what Clara found out about **her** stepmother, Melisa's illegal smuggling business. After understanding **the** story, they all rushed outside and locked **the** door. Using **his** phone, Mark called **the** sheriff and **the** ambulance. Soon, **each** piece was in the right place. Clara was taken to **the** hospital, and Melisa was caught red-handed

Grammar notes

What are determiners?

Determiners are words placed in front of a noun to make it clear what the noun refers to. A modifying word that determines the kind of reference a noun or noun group has. Determiners are important because they work to clarify nouns and make a sentence as precise and focused as

possible. Many parts of speech, such as articles, demonstratives, quantifiers, and possessives, can act as a determiner.

Determiners and adjectives look similar because they both are placed before a noun. Additionally, both adjectives and determiners provide greater detail to nouns. However, a determiner shows the relationship of the noun to the speaker whereas an adjective describes a quality of the noun.

There are a number of different categories of nouns.

Articles

Demonstratives adjectives

Possessive adjectives

Quantifiers

Articles

Articles are the most popular types of determiners. Articles ("a," "an," and "the") are determiners or noun markers that function to specify if the noun is general or specific in its reference.

*Definite article

the (before a singular or plural noun)

*Indefinite article

a (before a singular noun beginning with a consonant sound)

an (before a singular noun beginning with a vowel sound)

What kind of articles?	Usage
A	Indefinite

An	Indefinite
The	Definite

Unique items: zero article + proper nouns

Zero article + names of people:

- Helen is my mother's name.*
- These tools are made by **Jackson and Son**.*
- Elizabeth Brown** works for this company.*
- J. Somers** is the pseudonym of a famous author.*

Countries	Most countries: <i>Finland, Germany, Turkey</i> etc.	Unions and associations: <i>the ARE (the Arab Republic of Egypt), the UK (the United Kingdom), the USA (the United States of America)</i> A few countries: <i>the Argentine (or Argentina), (the) Sudan, the Netherlands, the Philippines, (the) Yemen</i> <i>the Vatican</i>
States	Most states: <i>Bavaria, Ohio, Surrey</i>	<i>the City (of) London, The Hague</i>
Cities	Most cities: <i>Denver, London, Lyons</i>	<i>the University of Cambridge</i>
Universities	<i>Cambridge University</i>	<i>the High Street, the Strand, The Drive</i>
Streets etc.	Most streets: <i>London Road, Madison Avenue, Oxford Street, Piccadilly Circus</i>	Note: <i>the London road (= the road that leads to London)</i>
Parks	<i>Central Park, Hyde Park</i>	-
Addresses	<i>49 Albert Place, 3 West Street, 2 Gordon Square</i>	<i>25 The Drive, 74 The Crescent</i>
Buildings	<i>Buckingham Palace, Westminster Abbey</i>	<i>the British Museum, the Library of Congress</i>
Other locations		

The class as a whole: zero article + countable/uncountable

Zero article + plural countable nouns:

- People: ***Women** are fighting for their rights.*
- Places: ***Museums** are closed on Mondays.*
- Food: ***Beans** contain a lot fibre.*
- Occupations: ***Doctors** always support each other.*
- Nationalities: ***Italians** make delicious ice-cream.*
- Animals: ***Cats** do not like cold weather.*
- Insects: ***Ants** are found in all parts of the world.*
- Products: ***Watches** have become very accurate.*

Zero article + uncountable nouns (always singular):

- Food: *Refined foods like **sugar** should be avoided.*
- Drink: ***Water** must be pure if it is to be drunk.*
- Substances: ***Oil** is essential for the manufacture of **plastic**.*
- Collections: ***Money** makes the world go round.*
- Colours: ***Red** is my favourite colour.*
- Activities (-ing): ***Smoking** is bad for the health.*
- Other activities: ***Business** has been improving steadily this year.*
- Sports, games: ***Football** is played all over the world.*
- Abstract nouns: ***Life** is short; **art** is long.*
- Politics: ***Capitalism** is a by-product of free enterprise.*
- Philosophy: ***Determinism** denies the existence of free will.*
- Languages: ***English** is a world language.*

SNAPSHOT:

A gun, **The** Hemsworth family, etc

FUNCTION:

The Hemsworth family → Definite Article

A gun → Indefinite Article

BUILDING-UP:

3rd person singular/ verb to be/ proper noun/ **article**

The Hemsworth family was the heart of Marwin.

Demonstrative adjectives

A demonstrative adjective is a special adjective that identifies a noun or pronoun by expressing its position as near or far (including in time). The demonstrative adjectives are 'this,' 'that,' 'these,' and 'those.'

Demonst. Adjective		Demonst Pronoun
This	Near position	This
These		That
That	Far Position	These
Those		Those

Note: The demonstratives adjectives are different from the demonstrative pronoun. Adjectives as mentioned before, identify a noun by expressing its position. However, pronoun substitute a noun

SNAPSHOT:

this horrible cave, **These** teenagers

All **those** last minutes, **this** group

FUNCTION:

This horrible cave — ~~Determiner~~/ near position

BUILDING-UP:

3rd person singular/ past perfect/ preposition/ time expression/ **demonstrative adjective**

All **those** last minutes spent with Clara had gone forever

Possessive Adjectives

Possessive adjectives refer to words which modify a noun by showing a form of possession or a sense of belonging to a particular person or thing.

Possessive adjectives do not change according to the number of items belonging to the person.

singular noun plural noun

his book his books

her book her books

Pronoun	Possessive Adj.
I	My
You	Your
She	Her
He	His
It	Its
We	Our
They	Their

SNAPSHOT:

her huge bag , **Her** friend, **their** life, **her** stomach, **her** name , holding **her** last breath, **their** faces, **her** stepmother, **his** phone

FUNCTION:

Her huge back ———> determiner/ Showing possession

BUILDING-UP:

Adjective/ 3rd person singular/ common noun/ simple past / Possessive adjective/ aff

Clara took **her** huge bag along with her

Quantifiers

A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity. indicate an approximate amount. Quantifiers can be used with both countable and uncountable nouns.

Quantifiers		
Much	Uncountable Nouns	
A little		
little		
few	Countable nouns	*Many students failed the exam.
Many		
A few		
Some	Both Countable and Non-countable	
Any		
All		
enough		
more		

SNAPSHOT:

many friends, **some** air, **All** those last minutes

some refreshments, **any** evidence ,**a few** minutes, **many** devices

FUNCTION:

Situation → **object of a preposition**

Any Evidence **Determiner/ Amount....How many?**

BUILDING-UP:

3rd person singular/ common noun/ preposition/ Quantifier/ article/ Simple past/ Aff

Donna searched for **any** evidence which could help them find the culprit

Syntactic order

Article + noun / Article + Adjective + noun

The book The green book

Possess Adj. + noun / Possess Adj. + Adj + Noun

My backpack My big backpack

Demonst Adj + noun / Demonst Adj. + Adj +Noun

Those tables Those large tables

Quantifier + noun / Quantifier + adjective + noun

Some scientific Some intelligent scientifics

Order of determiners:

When there is more than 1 determiner in a noun phrase, it is essential to follow a specific order as:

pre-determiners:

main determiners:

post-determiners:

RULES:

Rule #1: Only one main determiner can be used before a noun phrase.

Rule #2: There can be one predeterminer + a main determiner.

Rules #3: There can be one or more post-determiner + a main determiner

In the table below, there are some examples of the order of the determiners in a noun phrase and how many different options are when there is more than one determiner.

	one of these +	one of these +			one or more of these		
	pre-determiners	main determiners			post-determiners		
	quantifiers	articles	demonstratives	possesives	ordinals	cardinals, other quantifiers	
	<i>all, both half, one-third double, twice, ten times</i>	<i>a/ an/ the</i>	<i>this/that these/ those</i>	<i>my/her etc</i>	<i>first/ second... last/next</i>	<i>one/two... many/ much more/ most few/little less/least several other</i>	
	all		those		last	few	dollars
	<p>Controlled practice</p> <p>INDICATIONS: Read the snapshot 2B carefully and pay extra attention to the determiners in bold. Look for the different types of determiners studied in the virtual class to classify them. Then, put the determiners in the table of determiners below. Be careful of the function of these determiners at the moment of classifying them.</p> <p>Snapshot 2B: Memories</p>						

My last holiday was **a** five-day trip to Prague in **the** Czech Republic. Instead of staying in **a** hotel, I stayed with one of **my** old friends. It was so much fun. I remember **my** old life. **Those** day were incredible. I wanted to do **all the** same thing. I went to visit **the** University. **Many** things had changed a lot. I also went to **the** supermarket near **my** old house. I loved seeing **all the** different foods. I was really happy to find **my** favorite cheese and chocolate biscuits. We did **some** touristy things too. We walked up to **the** beautiful Petrin Hill and around **the** castle. **The** view of **that** city was amazing up there. We walked across **the** historic Charles Bridge. **My** friend's flat was very near **the** TV Tower so we saw **the** famous baby statues climbing up it. **Those** things haven't changed, of course. **Few** friends stay with you for **the** rest of **your** life.

Categorize all the determiners in their type and function according to the snapshot information.

You can read the article as many times as possible to see the context where they occur.

Elements for the analysis

Type	Articles, demonstrative adjectives, possessive adjectives, quantifiers
Function	Determiners: showing possession, position: near or far, indefinite, definite

Nouns			
N.	Noun	Type	Function
		Proper noun	Subject
1	My		
2	A		
3	The		
4	A		
5	My		

6	My		
7	Those		
8	All		
9	The		
10	The		
11	Many		
12	The		
13	My		
14	All		
15	The		
16	My		
17	Some		
18	The		
19	The		
20	The		
21	That		
22	The		
23	My		
24	The		
25	Those		
26	Few		
27	The		
28	Your		

Part II. Read the sentences from the left and analyze the elements in each of them. Then, match them with the building-ups on the right according to the elements in common. Use the letters from the sentences and write them in the box to match them with the correct building-up.

Sentence

Building-up

A	The president is having a meeting today.		Article/ 3 rd person singular/ common noun/ adjective/ possessive adjective/ preposition/ continuous tense
B	Some students passed the exam with flying colors		Future for prediction/ common noun/ article/ 3 rd person plural/ quantifier
C	My mom gave me these delicious mangoes		3rd person singular/ present continuous/ time expression/ article
D	Last year, my girlfriend and I traveled to the United State.		Possessive adjective/ past tense/ article/ compound noun/ preposition
E	Mike is drinking too much beer lately.		Demonstrative adjective/ plural noun/ adjective/ past tense/ common noun
F	We will go to the park to take some air.		Quantifier/ proper noun/ continuous tense/ 3rd person singular
G	My brother is having an affair with the new secretary.		Quantifier/ idiom/ past tense/ common noun

Semi-controlled practice

INDICATIONS: Write a complete and logical sentence according to the building-pattern in the exercise. Include all the elements asked in the building-up and use them correctly. In each building-up, there will be one or more specific elements that have to be used as it is suggested. Do not forget to give a logical meaning to the sentence.

For example:

Building-up: / possessive adjective/common noun/present continuous/ aff/
preposition/ adjective

Possessive adjective: determiner/ showing position

Sentence: My friend is watching the new episode of dark.

Remember to color the type of determiner as it appears in the example (you can choose the color)

Building-up 1: possessive adjective/ comparative adj/ 3rd person singular

Determiner: showing possession

Sentence:

Building-up 2: 3rd person singular/ past tense/ negative/ **article**/ common noun/ preposition/

· **Determiner:** definite article

Sentence:

Building-up 3: /common noun/**demonstrative adjective**/present continuous/ adjective

· **Determiner:** showing position

Sentence:

Building-up 4: plural noun/ **quantifier**/ preposition/ adjective/ common noun

Sentence:

Building-up 5: 1st person singular/common noun/ **article**/ time expression/ near future/
possessive adjective/ irregular noun/

	<p>Determiner: showing possession</p> <p>Determiner: definite article</p> <p>Sentence:</p>
<p>Lesson 3</p>	<p>PRONOUNS</p> <p>Introduction</p> <p>Present students the agenda for the third video lesson.</p> <p>Agenda</p> <p>Personal Pronouns</p> <p>Possessive Pronouns</p> <p>Reflexive Pronouns</p> <p>Objective Pronouns</p> <p>Demonstrative Pronouns</p> <p>Indefinite Pronouns</p> <p>Tell students that the lesson will consist of 3 essential parts:</p> <p>The snapshot: Students will have the opportunity to see the different types pronouns in real context and how they differentiate from one another. This snapshot will help student observe the different functions these pronouns may have.</p> <p>The grammar notes: The teacher will explain each different type of pronouns, the concepts, the main uses, the subtopics, and the context where they may appear. Then, the teacher will use the snapshot to look for the examples in context and analyze them according to their function.</p> <p>Vocabulary: The teacher will create a list of the most difficult or tricky words and phrases to understand based on the snapshot’s content. Then, he has to give a short definition and an example according to the use given in the lessons.</p>

<p>Time 10 minutes</p>	<p>Presentation</p> <p>Tell students that they are about to see the snapshot.</p> <p>Tell them the information about the snapshot, the name, the number, etc.</p> <p>Tell students to pay careful attention to the nouns in different colors.</p> <p>Read the snapshot fluently so that students can follow your rhythm and intonation,</p> <p>Tell them that they can pause the snapshot or go back to read again.</p> <p>Snapshot 1C</p> <p>Topic: The Little Prince</p> <p>For I do not want anyone to read my book carelessly. I, myself have suffered too much grief in setting down these memories. Six years have already passed since my friend went away from me, with his sheep. If I try to describe him here, it is to make sure that I shall not forget him. To forget a friend is sad. Not everyone has had a friend. And if I forget him, I may become like the grown-ups who are no longer interested in anything but figures... It is for that purpose, again, that I have bought a box of paints and some pencils. It is hard to take up drawing again at my age, when I have never made any pictures except those of the boa constrictor from the outside and the boa constrictor from the inside, since I was six. I shall certainly try to make my portraits as true to life as possible. But I am not at all sure of success. One drawing goes along all right, and another has no resemblance to its subject. I make some errors, too, in the little prince's height: in one place he is too tall and in another too short. I'm not particularly good drawing costumes, and I feel some doubts about the color of his. So I fumble along as best I can, now good, now bad, and I hope generally fair-to-middling.</p>
<p>Time 25 Minutes</p>	<p>Grammar notes</p> <p>Pronouns</p> <p>As their name implies, pronouns 'replace' nouns, or rather whole noun phrases, since they cannot generally occur with determiners such as the definite article or premodification.</p>

According to Quirk et al. (1976:204), the main differences between pronouns and nouns are the following:

1. Pronouns constitute a closed system, whereas nouns form an open class.
2. Many pronouns have certain morphological characteristics that nouns do not have:
 - a) a) Case-contrast for subjective/objective case, e.g. I/me, he/him, who/whom.
 - b) b) Person-distinction: 1st/2nd/3rd person, as in I/you/he.
 - c) c) Gender-contrast: masculine/feminine/neuter in the 3rd person, as in he/she/it.
 - d) d) Morphologically unrelated number forms, as in I/we, he/they (compared with the typical regularity of nouns: boy – boys, etc.).

Case

Nouns and most pronouns in English have only two cases: common case (children, somebody) and genitive case (children's, somebody's). However, six pronouns have an objective case, thus presenting a three-case system, where 'common' case is replaced by subjective and objective case.

Subjective: I – We – You – He – She – They

Objective: Me – Us – You – Him - Her - Them -

Genitive: My – Our – Your – His – Her – Their

Person

Personal, possessive, and reflexive pronouns have, unlike nouns, distinctions of person:

- 1st person = the speaker (singular I, plural we)
- 2nd person = the person(s) addressed (you)
- 3rd person = 'the rest', i.e. one or more persons or things mentioned (singular he/she/it, plural they)

Gender

In the 3rd person singular, the personal, reflexive, and possessive pronouns distinguish in gender between:

masculine: he/him/himself/his

feminine: she/her/herself/hers

non-personal: it/itself/its

Number

- Pronouns also express number, singular and plural. But with a few exceptions (one – ones, other – others, yourself – yourselves) pronouns do not indicate the plural by the general plural inflection of the noun -(e)s. In personal pronouns number is expressed by different words: I – we he, she, it – they
- The personal pronoun we does not denote I + I (+ I + I + ...) (cf. the boys = the boy + the boy (+ the boy + ...)) but 'I + one or more other'.
- The demonstrative pronouns this and that have the plural forms these and those.
- There are pronouns which are only singular in meaning (each, every, somebody, something, much, little); others are only plural (many, few, both, several). Many pronouns have one form for the singular and plural meaning (all, any, some, who, which).

CLASSIFICATION OF PRONOUNS

- 1) Specific
 - Central
 - a) Personal
 - b) Reflexive
 - c) Reciprocal
 - d) Possessive
 - A. Relative
 - B. Interrogative
 - C. Demonstrative
- 2) Indefinite
 - a) Universal
 - b) Partitive
 - c) Quantifying

SPECIFIC PRONOUNS

Person	PRONOUNS:		PERSONAL		REFLEXIVE	POSSESSIVE	
	Number	Gender	Case			determiner	nominal
			subjective	objective			
1st	singular		<i>I</i>	<i>me</i>	<i>myself</i>	<i>my</i>	<i>mine</i>
	plural		<i>we</i>	<i>us</i>	<i>ourselves</i>	<i>our</i>	<i>ours</i>
2nd	singular		<i>you</i>	<i>you</i>	<i>yourself</i>	<i>your</i>	<i>yours</i>
	plural		<i>you</i>	<i>you</i>	<i>yourselves</i>	<i>your</i>	<i>yours</i>
3rd	singular	masculine	<i>he</i>	<i>him</i>	<i>himself</i>	<i>his</i>	<i>his</i>
		feminine	<i>she</i>	<i>her</i>	<i>herself</i>	<i>her</i>	<i>hers</i>
		neutral	<i>it</i>	<i>it</i>	<i>itself</i>	<i>its</i>	<i>its</i>
	plural		<i>they</i>	<i>them</i>	<i>themselves</i>	<i>their</i>	<i>theirs</i>

REFLEXIVE PRONOUNS

The 'self-pronouns' are formed by adding -self (plural -selves) to the possessive pronouns (determiners) of the 1st and 2nd person, and to the objective case form of the personal pronouns

Person	PRONOUNS:		PERSONAL		REFLEXIVE	POSSESSIVE	
	Number	Gender	Case			determiner	nominal
			subjective	objective			
1st	singular		<i>I</i>	<i>me</i>	<i>myself</i>	<i>my</i>	<i>mine</i>
	plural		<i>we</i>	<i>us</i>	<i>ourselves</i>	<i>our</i>	<i>ours</i>
2nd	singular		<i>you</i>	<i>you</i>	<i>yourself</i>	<i>your</i>	<i>yours</i>
	plural		<i>you</i>	<i>you</i>	<i>yourselves</i>	<i>your</i>	<i>yours</i>
3rd	singular	masculine	<i>he</i>	<i>him</i>	<i>himself</i>	<i>his</i>	<i>his</i>
		feminine	<i>she</i>	<i>her</i>	<i>herself</i>	<i>her</i>	<i>hers</i>
		neutral	<i>it</i>	<i>it</i>	<i>itself</i>	<i>its</i>	<i>its</i>
	plural		<i>they</i>	<i>them</i>	<i>themselves</i>	<i>their</i>	<i>theirs</i>

of the 3rd person. Reflexive pronouns have two distinct uses: non-emphatic and emphatic.

Non-emphatic use:

- A reflexive pronoun indicates that the action expressed by the verb passes from the subject back again to the subject and not to any other person or thing. In other words the person denoted by the subject and the person denoted by the object are identical:

Emphatic use:

- Reflexive pronouns in emphatic use occur in apposition, have heavy stress and, unlike reflexive pronouns in non-emphatic use, have greater positional mobility:

POSSESSIVE PRONOUNS

These consist traditionally of two series: the attributive (my, your, etc.) and the nominal (mine, yours, etc.)

The possessive pronoun its is very rarely used, but it could be used in such a sentence as: I feel some doubts about the color of his.

Note: 1. The nominal possessive pronouns are used in the conventional ending to letters: Yours sincerely/truly/faithfully, (+ name) 2. The construction noun + of + possessive pronoun requires a nominal possessive pronoun: He is a friend of mine. (Not: *a friend of me)

DEMONSTRATIVE PRONOUNS

Demonstrative pronouns have number contrast and both determiner and nominal function. The general meanings of the two sets can be stated as ‘near’ and ‘distant’ reference:

Singular ‘near’ reference “this” “these”

Plural ‘distant’ reference “that” “those”

INDEFINITE PRONOUNS

			Count		Non-Count
			Personal	Non-Personal	
Universal	singular	pronoun	everyone everybody each	everything each (place: everywhere)	it (...) all
		determiner	every, each		all
	plural	pronoun	(they (...)) all/both (them) all/both		
		predeterminer	all/both		
Partitive	singular	pronoun	someone somebody	something (place: somewhere)	some
		determiner	a(n)		
	plural	pronoun and determiner	some		any
		singular	pronoun	anyone anybody	
	determiner		either any		
	plural	pronoun and determiner	either any		
		singular	pronoun	no one nobody	nothing (place: nowhere)
	pronoun and determiner		none		
	pronoun and determiner		neither		
	plural	pronoun	none		
pronoun and determiner		no			
Quantifying	plural		many few several enough	much (sing) little (sing) enough	

PARTITIVE PRONOUNS

	<i>some</i>	<i>any</i>	<i>no</i>	<i>every</i>
person -body -one	<i>somebody</i> <i>someone</i>	<i>anybody</i> <i>anyone</i>	<i>nobody</i> <i>no one</i> <i>none</i>	<i>everybody</i> <i>everyone</i>
thing -thing	<i>something</i>	<i>anything</i>	<i>nothing</i> <i>none</i>	<i>everything</i>
place -where	<i>somewhere</i>	<i>anywhere</i>	<i>nowhere</i>	<i>everywhere</i>
Time -time(s)	<i>sometimes</i>	<i>(at) any time</i>	<i>never</i>	<i>always</i> <i>every time</i>

Online

Controlled practice

GENERALITIES: Recognition practice addressed to Intensive Intermediate English II students, semester II-2019.

OBJECTIVE: To measure students' ability to categorize pronouns from a snapshot according to the contents studied in the virtual lesson.

INDICATIONS: Read the snapshot 3B carefully and pay extra attention to the pronouns in **bold**. Look for the different types of pronouns studied in the virtual class to classify them. Then, put the pronouns in the table of nouns below. Be careful of the function of these pronouns at the moment of classifying them.

Snapshot 1B: Death Is Nothing At All

Death is **nothing**¹ at **all**². **It**³ does not count. **I**⁴ have only slipped away into the next room. **Nothing**⁵ has happened. **Everything**⁶ remains exactly as **it**⁷ was. **I**⁸ am **I**⁹, and **you**¹⁰ are **you**¹¹, and the old life that **we**¹² lived so fondly together is untouched, unchanged. Whatever **we**¹³ were to each other, that **we**¹⁴ are still. Call **me**¹⁵ by the old familiar name. Speak of **me**¹⁶ in the easy way which **you**¹⁷ always used. Put no difference into your tone. Wear no forced air of solemnity or sorrow. Laugh as **we**¹⁸ always laughed at the little jokes that **we**¹⁹ enjoyed together. Play, smile, think of **me**²⁰, pray for **me**²¹. Let my name be ever the household word that **it**²² always was. Let **it**²³ be spoken without an effort, without the ghost of a shadow upon **it**²⁴. Life means all that **it**²⁵ ever meant. **It**²⁶ is the same as **it**²⁷ ever was. There is absolute and unbroken continuity. What is this death but a negligible accident?

- Categorize all the pronouns in their type and function according to the snapshot information.
- You can read the poem as many times as possible to see the context where they occur.
- The table below shows the pronoun by its order in the snapshot.

Elements for the analysis

Type	Personal Pronouns, Possessive Pronouns, Reflexive Pronouns, Objective Pronouns, Demonstrative Pronouns		
Function	Subject, subject complement, direct object, indirect object, object of preposition		
Nouns			
N.	Noun	Type	Function
1	Nothing (example)	Indefinite pronoun	Subject complement
2	All	Indefinite pronoun	Object of “at”
3	It	Personal subjective pronoun	Subject
4	I	Personal subjective pronoun	Subject
5	Nothing	Indefinite pronoun	Subject
6	Everything	Indefinite pronoun	Subject
7	It	Personal subjective pronoun	Subject
8	I	Personal subjective pronoun	Subject
9	I	Personal subjective pronoun	Subject complement
10	You	Personal subjective pronoun	Subject
11	You	Personal subjective pronoun	Subject complement
12	We	Personal subjective pronoun	Subject
13	We	Personal subjective pronoun	Subject
14	We	Personal subjective pronoun	Subject
15	Me	Personal objective pronoun	Direct object
16	Me	Personal objective pronoun	Object of “of”

17	You	Personal subjective pronoun	Subject
18	We	Personal subjective pronoun	Subject
19	We	Personal subjective pronoun	Subject
20	Me	Personal objective pronoun	Object of “of”
21	Me	Personal objective pronoun	Object of “for”
22	It	Personal subjective pronoun	Subject
23	It	Personal objective pronoun	Direct object
24	It	Personal objective pronoun	Object of “upon”
25	It	Personal subjective pronoun	Subject
26	It	Personal subjective pronoun	Subject
27	It	Personal subjective pronoun	Subject

Part II. Read the sentences from the left and analyze the elements in each of them. Then, match them with the building-ups on the right according to the elements in common. Use the letters from the sentences and write them in the box to match them with the correct building-up.

Sentence

Building-up

A	His drawings are good, but mines are better.	B	Modal Verb/infinitive/first person plural/have/simple present
B	We may have to list all the inventory.	E	Place/have/Simple present/indefinite pronoun
C	These avocados are tasty, but those I had at the restaurant were the best.	D	Modal verb/interrogative form/simple present/objective pronoun/2nd person singular

D	Excuse me, can you bring the ticket, please?	A	Possessive pronoun/comparative adjective/3rd person singular/simple present
E	Everybody in this room has no idea why the party stopped.	F	Adverb of time/3rd person plural/simple present/modal verb
F	Today they will stop the traffic so that the government can hear them.	G	Indefinite pronoun/modal/countable noun/infinitive
G	Everyone must wash their hands before returning to work.	C	Superlative adjective/past tense/demonstrative pronoun/place

Semi-controlled practice

GENERALITIES: Building-up practice addressed to Intensive Intermediate English II students, semester II-2019.

OBJECTIVE: To measure student's use of pronouns in a sentence based on the contents studied in the virtual lesson.

INDICATIONS: Write a complete and logical sentence according to the building-pattern in the exercise. Include all the elements asked in the building-up and use them correctly. In each building-up, there will be one or more specific elements that have to be used as it is suggested. Do not forget to give a logical meaning to the sentence.

Building-up: / personal pronoun/compound noun/gerund/simple present

Pronoun: as a subject

Sentence: My friend and I are here shopping groceries.

For example:

Building-up 1: countable noun/**possessive pronoun**/ comparative adj/ than

● **Possessive pronoun:** as a subject

Sentence:

	<p>Building-up 2: Indefinite pronoun/second person plural/simple present/love</p> <ul style="list-style-type: none"> ● Indefinite noun: direct object <p>Sentence:</p> <p>Building-up 3: comparative adjective/non-countable noun/demonstrative pronoun/past tense</p> <ul style="list-style-type: none"> ● Demonstrative pronoun: as a subject <p>Sentence:</p> <p>Building-up 4: present perfect progressive/3rd person plural/time expression/reflexive pronoun</p> <ul style="list-style-type: none"> ● Reflexive pronoun: subject (appositive) <p>Sentence:</p> <p>Building-up 5: simple present/partitive pronoun /negative</p> <ul style="list-style-type: none"> ● Partitive Pronoun: subject <p>Sentence:</p>
<p>Lesson 4</p>	<p>ADJECTIVES</p> <p>Target content: Adjectives, Kinds of adjectives, Degree of Adjectives, Order of Adjectives</p> <p>Objectives:</p> <p>General: At the end of this video lesson SWBAT:</p> <ul style="list-style-type: none"> ● Effectively apply adjectives to write well-formed sentences for the building-up section of the written test <p>Specific: At the end of this video lesson SWBAT:</p> <ul style="list-style-type: none"> • Recognize the kinds of adjectives that exist effectively • Use the different degrees of adjectives accurately • Create sentences using a variety of adjectives from a building-up pattern <p>Introduction</p> <p>Present students the agenda for the first video lesson.</p> <p>Agenda</p>

1. **Adjectives**
2. **Kinds of Adjectives**
3. **Degree of Adjectives**
4. **Order of Adjectives**

Tell students that the lesson will consist of 3 essential parts:

1. **The snapshot:** Students will have the opportunity to see the different types of adjectives in real context and how they differentiate from one another. This snapshot will help student observe the different functions these adjectives may have.
2. **The grammar notes:** The teacher will explain each different type of adjective, the concepts, the main uses, the subtopics, the context where they may appear. Then, the teacher will use the snapshot to look for the examples in context and analyze them according to their function.
3. **Vocabulary:** The teacher will create a list of the most difficult or tricky words and phrases to understand based on the snapshot's content. Then, he has to give a short definition and an example according to the use given in the lessons.

Presentation

- Tell students that they are about to see the snapshot.
- Tell them the information about the snapshot, the name, the number, etc.
- Tell students to pay careful attention to the adjectives in different colors.
- Read the snapshot fluently so that students can follow your rhythm and intonation,
- Tell them that they can pause the snapshot or go back to read again.

Snapshot 4A

Topic: My Mother, My Strenght

My **lovely** mother reminds me of the **priceless hand-made** bread. This **fascinating** feeling is so **warm** and **sweet** that makes me really believe I am a **new born** baby once again. Despite this, the feeling I have for my mom is constantly changing. She is like a **beautiful** rose; every time she speaks, everyone agrees that she has the **nicest** voice that a woman may have, but she is also **tougher** than any man. Regardless of this, I am so **thankful** to have this **unique** woman as my mother because she has taught me all she knows, and what she thinks in the **most appropriate** time and way, raising me up to be a **mature**, **sensible** and **strong-minded** girl. As I grew up, I became **more curious** about **child**-bearing. I learned from **long** and **interesting** books and **old American** movies that the process was very **painful**, **more painful** than anyone can imagine. Then I asked my mom whether she felt pains when she gave birth to me. Her **skin** face turned **red** and said 'not

at all' with **blinking** eyes. She told me that she was **willing** to bear the pains and that she was the **priceless** woman to have a **lovely** daughter like me. I am **sure** that being a mother is the **most exciting** experience, and if I have to imitate a person, I would replicate the **ideal** example, my mom.

Grammar notes

ADJECTIVES

A word belonging to one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else (Merriam Webster Dictionary)

The word *red* in "the red car" is an *adjective*.

Descriptive Adjectives:

From the previous definition, it can be said that a descriptive adjective adds meaning to the noun that it modifies. This kind of adjective describes a noun in detail by giving an attribute to that particular word. You should know that descriptive adjectives usually express things that are observable through the five senses (touch, taste, sight, smell, and sound).

Adjective	Noun
Tall	Man
Blue	Ball
Large	City
Wooden	Table
Free	Snack
Old	Post

❖ **SNAPSHOT:**

Lovely, priceless, hand-made

❖ **BUILDING-UP:**

3rd person singular/ Lovely/ Remind / Simple present / Priceless / bread

My lovely mother reminds me of the priceless hand-made bread.

Gradable Adjectives

An adjective is gradable when:

1. we can imagine degrees in the quality referred to and so can use it with words like very, too and enough
2. we can form a comparative and superlative from it: (big), bigger, biggest; (good), better, best, etc.

Form	Adjective	Degree	Example
positive	Green	very	Good
comparative	Greener	too	
superlative	Greenest	less	
		not	

❖ **SNAPSHOT:**

Cute, red

❖ **BUILDING-UP:**

Possessive Adjective / 3rd person singular / Gradable Adjective / simple past/ turn / Color

Her cute face turned red.

Non-Gradable Adjectives

An adjective is non-gradable when:

- a) we cannot modify it (i.e. we cannot use it with very, too, etc.)
- b) we cannot make a comparative or superlative from it.

Examples
Atomic
Dead
Unique
Italian
Priceless

❖ **SNAPSHOT:**

Ideal

❖ **BUILDING-UP:**

1st person singular / modal / Replicate / non-gradable Adjective

I would replicate the ideal example, my mom.

Attributive Adjectives

We say that an adjective is attributive or is used attributively when it comes before a noun:

For example:

- An **old** ticket
- A **rich** man
- A **young** girl

❖ **SNAPSHOT:**

Happiest, Lovely

❖ **BUILDING-UP:**

3rd person singular/ verb to be /Simple past/ Attributive Adjective / inf. phrase

She was the happiest woman to have a lovely daughter like me.

Predicative Adjectives

We say that an adjective is predicative or that it is used predicatively when it comes directly after a linking verb such as: be, become, seem, appear, feel, get/grow (= become), keep, look, make, smell, sound, taste, turn, etc.

Linking verbs examples
Be
Become
Seem
Appear
Look
Smell
Taste
Sound
Turn, etc.

❖ **SNAPSHOT:**

Curious

❖ **BUILDING-UP:**

1st person singular / Linking verb / Predicative Adjective / Compound Noun

I became more curious about child-bearing.

Degree of Adjectives

Positive	Comparative	Superlative
Dark	Darker	Darkest
Young	Younger	Youngest
Useful	More useful	Most useful

❖ **SNAPSHOT:**
Long, interesting

❖ **SNAPSHOT:**
More painful

❖ **SNAPSHOT:**
Nicest

❖ **BUILDING-UP:**
1st person singular / simple past /
positive adjective / books

I learned from long and interesting books.

❖ **BUILDING-UP:**
3rd person singular / simple past / to be
/comparative adjective/ modal/imagine

The process was very painful, more painful than anyone can imagine.

❖ **BUILDING-UP:**
3rd person singular / Simple present
/have / superlative adjective

She has the nicest voice that a woman may have.

Order of Adjectives

It would take a linguistic philosopher to explain why we say "little brown house" and not "brown little house" or why we say "red Italian sports car" and not "Italian red sports car." The order in which adjectives in a series sort themselves out is perplexing for people learning English as a second language.

Det.	Opinion	Physical Description				Origin	Material	Qualifier	Noun
		Size	Shape	Age	Color				
A	beautiful	big	rectangular	new	brown	Swedish	wooden	study	table

Generally, adjectives go separated by a comma (,) or coordinated by a conjunction (and, but)

Example:

A beautiful, red flower □ **A beautiful and red flower**

Syntactic Order

Adjectives nearly always appear immediately before the noun or noun phrase that they modify.

When indefinite pronouns — such as something, someone, anybody — are modified by an adjective, the adjective comes after the pronoun:

Anyone capable of doing something horrible to someone nice should be punished.

Controlled practice

INDICATIONS: Read the snapshot 4B carefully and pay extra attention to the adjectives in **bold**. Look for the different types of adjectives studied in the virtual class to classify them. Then, put the adjectives in the table below.

Snapshot 4B: My Favorite Place

Richmond Beach was my **perfect** hangout in my childhood. It is a **rocky** beach in the city of **Richmond** Beach, which can be accessed by a **long** drive (by car or bicycle) from the city of Edmonds. Or, as I did often, took the **30-minute** walk from my **fabulous** house to the **calm** waters through a **tranquil** stroll through the woods of Woodway; this was the most **beautiful** part. It used to be habited by **Native** Americans, but now it is occupied by mostly **Caucasian** people. However, a **totem** pole stands in tribute to the tribes that used to call the beach home. It has a **vast** property, with a beach, a playground, two **upper** lawns for a **better** view and recreation, **picnic** areas, and a square where people can walk around, take an **outdoor rinse**-shower after a **short** swim, and benches for the **spectacular** view.

- Categorize all the adjectives in their type according to the snapshot information.
- You can read the snapshot as many times as possible to see the context where they occur.
- The table below shows the adjective by its order in the snapshot.

Adjectives				
N.	Adjective	Gradable and Non-Gradable	Attributive and Predicative	Positive, Comparative and Superlative
1	Richmond			
2	Perfect			
3	Rocky			
4	Richmond			
5	Long			
6	30-minute			
7	Fabulous			
8	Calm			
9	Tranquil			
10	Beautiful			
11	Native			
12	Caucasian			
13	Totem			
14	Vast			
15	Upper			
16	Better			
17	Picnic			
18	Outdoor			
19	Rinse			
20	Short			
21	Spectacular			

Part II. Read the sentences from the left and analyze the elements in each of them. Then, match them with the building-ups on the right according to the elements in common. Use the letters from the sentences and write them in the box to match them with the correct building-up.

A	Consumers eat a wider variety of food.		Common noun / to be / simple present / adverb of time / gradable-superlative-attributive adjective / common noun
B	Your help is crucial to solve this problematic.		Det / 3 pp / gradable-comparative-attributive Adjective / to be / simple present / Compound noun
C	The more interesting shows are on cable TV.		possessive noun/ compound noun / to be / simple present / non gradable-positive-predicative adjective.
D	Mount Everest is one of the toughest and most exciting mountains to climb on Earth.		3 rd pp/ simple present / gradable-comparative-Attributive adjective / uncountable noun
E	We had a pleasant walk		1 st pp / have / simple past / gradable-positive-attributive adjective / noun

Semi-controlled practice

INDICATIONS: Write a complete and logical sentence according to the building-pattern in the exercise. Include all the elements asked in the building-up and use them correctly. Do not forget to give a logical meaning to the sentence.

Building-up 1: Quantifier / countable noun / to be / simple present / gradable-positive-predicative adjective

Sentence:

Building-up 2: Possessive adjective / gradable-superlative-attributive adjective / common noun / work / Det / gradable-superlative-attributive adjective / noun

Sentence:

Building-up 3: 3rd ps / personal pronoun / to be / simple past / non gradable-positive-predicative adjective

Sentence:

Building-up 4: Proper noun / become / simple past / determiner / gradable-superlative-attributive adjective / common noun / possessive adjective / school

Sentence:

	<p>Building-up 5: Possessive adjective / common noun / to be / simple present / gradable-comparative-predicative adjective / when / personal pronoun / to be / hungry.</p> <p>Sentence:</p>
<p>Lesson 5</p>	<p>VERBS</p> <p>Target content: Verbs, Auxiliaries, Tenses, Transitive Verbs, Intransitive Verbs, Linking Verbs</p> <p>Objectives:</p> <p>General: At the end of this video lesson SWBAT:</p> <ul style="list-style-type: none"> ● Effectively apply verbs to write well-formed sentences for the building-up section of the written test <p>Specific: At the end of this video lesson SWBAT:</p> <ul style="list-style-type: none"> • Recognize the types of verbs that exist effectively • Create sentences using all the types of verbs from a building-up pattern adequately <p>Introduction</p> <p>Present students the agenda for the first video lesson.</p> <p>Agenda</p> <ol style="list-style-type: none"> 1. Verbs – Definition 2. Auxiliaries 3. Tenses 4. Transitive Verbs 5. Intransitive Verbs 6. Linking Verbs <p>Tell students that the lesson will consist of 3 essential parts:</p> <ol style="list-style-type: none"> 1. The snapshot: Students will have the opportunity to see the different types of verbs in real context and how they differentiate from one another. This snapshot will help student observe the different functions these verbs may have. 2. The grammar notes: The teacher will explain each different type of verb, the concepts, the main uses, the subtopics, the context where they may appear. Then, the teacher will use the snapshot to look for the examples in context and analyze them according to their function. 3. Vocabulary: The teacher will create a list of the most difficult or tricky words and phrases to understand based on the snapshot’s content. Then, he has to give a short definition and an example according to the use given in the lessons.

Presentation

- Tell students that they are about to see the snapshot.
- Tell them the information about the snapshot.
- Tell students to pay careful attention to the verbs in different colors.
- Read the snapshot fluently so that students can follow your rhythm and intonation,
- Tell them that they can pause the snapshot or go back to read again.

Snapshot 5A

Topic: Life of a Student

A person **faces** all type of situations on his student life. These memories **remain** quiet in his memory forever. The human index or you **may say** that character of a human **is** dependent on his student life. A student **must have** discipline in his life. He **must be** obedient. He always **goes** to school in proper uniform. But **there are** some problems also faced by the students in his life. One of the most common problem **is** Student's Unrest. Today it **is** arising a wave of unrest among the students. Not a single day **passes** without the news of the strike opening of national property. Those in authority **must go** into the causes of unrest and **see** if some corrective steps **can be** taken to save the situation. The most important reason of this and rest **is** a spirit of the age. But after this all the student life **is** the best. A person **learns** most of the things in his life in this stage of life. The friends he **made**, the fun he **had**, everything done by him in this life **will remain** with that person throughout his life. Thus, we **can say** that being a student **is** the best part of life.

Grammar Notes

VERBS

A word that characteristically is the grammatical center of a predicate and expresses an act, occurrence, or mode of being, that in various languages is inflected for agreement with the subject, for tense, for voice, for mood, or for aspect, and that typically has rather full descriptive meaning and characterizing quality but is sometimes nearly devoid of these especially when used as an auxiliary or linking verb

My son **plays** videogames.

Auxiliaries

Auxiliary, in grammar, a helping element, typically a verb, that adds meaning to the basic meaning of the main verb in a clause. Auxiliaries can convey information about tense, mood, person, and

number. An auxiliary verb occurs with a main verb that is in the form of an infinitive or a participle.

Auxiliaries	
May	Modals
Might	
Can	
Could	
Must	
Would	
Will	Future
Shall	
To be + Verb	Others
To have + Verb	

❖ **SNAPSHOT:**

Must be

❖ **BUILDING-UP:**

3rd person singular/ modal / to be / Subject complement

He must be obedient.

Tense

Tense, in grammar, a verbal category relating the time of a narrated event to the time of the speech event. In many languages the concept of time is expressed not by the verb but by other parts of speech (temporal adverbials or even nouns, for example).

Past	Present	Future
Any time before the present	Current actions	Any time after the present

❖ **SNAPSHOT:**

Made

❖ **BUILDING-UP:**

3rd person singular / simple past / make / determiner / Friends as Direct object

The friends he made.

Transitive Verbs

A transitive verb is a verb that requires a direct object, which is a noun, pronoun, or noun phrase that follows the verb and completes the sentence's meaning by indicating the person or thing that receives the action of the verb. The direct object typically answers the question what? or whom?

The kid **likes** pizza
What?

❖ **SNAPSHOT:**

Face

❖ **BUILDING-UP:**

3rd person singular / Simple present / face / Direct object / prepositional phrase

A person faces all type of situations on his student life.

Intransitive Verbs

An intransitive verb is not used with a direct object. If something comes after an intransitive verb, that is, in the position usually inhabited by the direct object, it doesn't answer what? or whom?; instead it answers a question like where?, when?, how?, or how long?:

My car **died** last week.
When?

❖ **SNAPSHOT:**

Go

❖ **BUILDING-UP:**

3rd person singular / adverb of frequency / go / Common noun / Attributive adjective / uniform

He always goes to school in proper uniform

A single verb can have both transitive and intransitive uses:

They **play** soccer.
what?

They **play** in the afternoon.
when?

Linking Verbs

A linking verb is used to re-identify or to describe its subject. A linking verb is called a linking verb because it links the subject to a subject complement.

Linking Verbs
To be
Smell
Feel
Sound
Look
Taste
Seem
Grow
Appear
Remain
Become
Stay

❖ **SNAPSHOT:**

Is

❖ **BUILDING-UP:**

Superlative adjective / problem / linking verb / possessive noun

One of the most common problems is Student's Unrest.

Syntactic Order

Present simple:

- Inflection in the 3rd ps □ He plays. She sleeps.

Modals:

- Modal + infinitive (without particle “to”) □ He must study.

Future:

- Will / Shall + Infinitive (without particle “to”) □ I will work on it.

Continuous:

- To be (present) + verb -ing □ I am drinking soda.
- To be (past) + verb -ing □ I was drinking soda.
- Will + To be (infinitive) + verb -ing □ I will be drinking soda.

Past:

- Add -ed / -d at the end of the verb □ I watched a movie.
- Learn the irregular verbs (See/saw) □ They saw the robber outside the bank.

	<p>Perfect:</p> <ul style="list-style-type: none"> • Have/has + past participle verb □ It has started. • Had + past participle verb □ It had started. • Will + have + past participle verb □ It will have started
	<p>Controlled practice</p> <p>INDICATIONS: Read the snapshot 5B carefully and pay extra attention to the verbs in bold. Look for the different types of verbs studied in the virtual class to classify them. Then, put the verbs in the table below.</p> <p style="text-align: center;">Snapshot 5B: Making Me a High Achieving Student</p> <p>I do well in school, and people think I am smart because of it, but it is not true. In fact, three years ago I struggled in school. However, two years ago I decided to get serious about school and made a few changes. First, I decided I would become interested in whatever was being taught, regardless of what other people thought. I also decided I would work hard every day and never give up on any assignment. I decided to never, never fall behind. Finally, I decided to make school a priority over friends and fun. After implementing these changes, I became an active participant in classroom discussions. Then my test scores began to rise. I still remember the first time that someone made fun of me because “I was smart.” How exciting! It seems to me that being smart is simply a matter of working hard and being interested. After all, learning a new video game is hard work even when you are interested. Unfortunately, learning a new video game will not help you get into college or get a good job.</p> <ul style="list-style-type: none"> ● Categorize all the verbs in their type according to the snapshot information. ● You can read the snapshot as many times as possible to see the context where they occur. ● The table below shows the verb by its order in the snapshot.

Verbs			
N.	Verb	Type	Tense
1	Do	Intransitive	Present
2	Think		
3	Am		
4	Struggled		
5	Decided		
6	Made		
7	Decided		
8	Would become		
9	Was being taught		
10	Thought		
11	Decided		
12	Would work		
13	Give up		
14	Decided		
15	Decided		
16	Became		
17	Began		
18	Remember		
19	Made		
20	Was		
21	Seems		
22	Is		
23	Are		
24	Will not help		

Part II. Read the sentences from the left and analyze the elements in each of them. Then, match them with the building-ups on the right according to the elements in common. Use the letters from the sentences and write them in the box to match them with the correct building-up.

A	She left the keys on the table.	3 rd <u>ps</u> / past / Linking verb / Adjective / infinitive / adverb
B	It was necessary to work fast.	3 rd <u>ps</u> / simple past / transitive verb / object pronoun / preposition / determiner / noun / preposition / Possessive adjective / noun
C	The train sometimes leaves early on Sunday.	3 rd <u>ps</u> / Past tense / Transitive verb / determiner / Countable noun / preposition / Determiner / Common noun
D	My father took me to the movies for my birthday.	Proper noun / present / Intransitive verb / Preposition of place / Determiner / Compound noun / Preposition / Determiner / Common noun
E	Susan lives on the east side of the city.	Demonstrative pronoun / future / linking verb / possessive pronoun / intensifier / adverb of time
F	You haven't worked on the guides yet.	Determiner / Common noun / Adverb of frequency / Present / Intransitive verb / Adverb of time / Preposition / Day of the week
G	That will be mine very soon.	2 nd <u>ps</u> / Present perfect / negative / transitive verb / preposition / determiner / noun / adverb

	<p>Semi-controlled practice</p> <p>INDICATIONS: Write a complete and logical sentence according to the building-pattern in the exercise. Include all the elements asked in the building-up and use them correctly. Do not forget to give a logical meaning to the sentence.</p> <p>Building-up 1: 1st pp / future / Linking verb / determiner / subject complement</p> <p>Possessive noun: as subject complement</p> <p>Sentence :</p> <p>Building-up 2: 3rd pp / past / intransitive verb / adverb of time / preposition of place / the street</p> <p>The verb can be transitive, but in this sentence INTRANSITIVE</p> <p>Sentence:</p> <p>Building-up 3: demonstrative pronoun / modal / verb / Subject complement</p> <p>Possessive pronoun: as subject complement</p> <p>Sentence:</p> <p>Building-up 4: Proper noun / Auxiliary + intransitive verb / adverb / Preposition / Determiner / call center</p> <p>Auxiliary to form the continuous tense</p> <p>Sentence:</p> <p>Building-up 5: Possessive adjective / Possessive noun / adverb of frequency / transitive verb / quantifier / countable noun / indirect object</p> <p>Object pronoun as indirect object</p> <p>Sentence:</p>
Lesson 6	ADVERBS

	<p>Target Content: Nouns: Adverbs of frequency, adverbs of manner, adverbs of time, adverbs of place, adverbs of degree, conjunctive adverbs.</p> <p>Objectives:</p> <p>General: At the end of this video lesson SWBAT: Effectively apply adverbs to write logical sentences patters for the building-up section of the written test</p> <p>Specific: At the end of this video lesson SWBAT: Identify the different categories of adverbs Write sentences using based on building-up patterns</p>
	<p>Introduction</p> <p>Present students the agenda for the first video lesson.</p> <p>Agenda</p> <p>Adverbs of frequency adverbs of manner adverbs of time adverbs of place adverbs of degree conjunctive adverbs.</p> <p>Tell students that the lesson will consist of 3 essential parts:</p> <p>The snapshot: Students will have the opportunity to see the different types of adverbs in real context and how they differentiate from one another. This snapshot will help student observe the different functions these adverbs may have.</p>

The grammar notes: The teacher will explain each different type of adverbs, the concepts, the main uses, the subtopics, the context where they may appear. Then, the teacher will use the snapshot to look for the examples in context and analyze them according to their function.

Vocabulary: The teacher will create a list of the most difficult or tricky words and phrases to understand based on the snapshot's content. Then, he has to give a short definition and an example according to the use given in the lessons.

Presentation

Tell students that they are about to see the snapshot.

Tell them the information about the snapshot, the name, the number, etc.

Tell students to pay careful attention to the adverbs in different colors.

Read the snapshot fluently so that students can follow your rhythm and intonation,

Tell them that they can pause the snapshot or go back to read again.

Snapshot 6A

Topic: Jane's Mother

My mom works in a famous restaurant **nearby** to our neighborhood. She works there **since** she was 25 years old. Every morning, she gets ready to work. She **always** wears her waitress uniform. Then, she drives **quickly** to arrive on time. In the town, The Olive Garden is the most exquisite place to eat and is **truly** the finest restaurant. The **uniquely** textured walls produce a fresh look and the beautiful garden **outside** gives a natural appearance. **Inside** the restaurant, there is a classical piano and some vintage pictures **around** the place. In the restaurant, my mom **usually** greets customers and takes orders. She **kindly** brings food and drinks to the customers in a blink of an eye. My mom is the best waitress in the restaurant because she was recognized last year. She **often** invites me to eat in the restaurant, and I will go **next** month for my birthday. My mom **never** arrives home **early** because she must work until **late**. When she arrives home, she **gently** helps me with my homework. We **sometimes** watch tv. or read books at night. I love my mom she is a loving woman.

	<p>Grammar notes</p> <p>What are adverbs?</p> <p>An adverb is a word that modify or describe a verb, an adjective, another verb, or even a whole sentence. They can also modify prepositions, and conjunctions. The difficulty when identifying adverbs is that they can appear in different places in a sentence. Like adjectives, adverbs add description and variety to writing. Keep in mind that adverbs cannot be pluralized, and they end in -ly however, there are some exceptions.</p> <p>There are a number of different categories of adverbs.</p> <ul style="list-style-type: none">• Adverbs of frequency• adverbs of manner• adverbs of time• adverbs of place• adverbs of degree• conjunctive adverbs. <p>Adverbs belong to the predicate, and there they may be placed next to the verb or after the object (at the end)</p> <p>Frequency adverbs are <u>usually</u> placed before the verb or after if it is the verb to be.</p> <p>Adverbs of manner go after the verb or after the D.O. and in the two positions they modify the verb. They aren't placed between the verb and the obj.</p> <p>Adverbs of time can be at the beginning, in the middle or at the end of a sentence.</p> <p>Adverbs of place are usually in end position or after the D.O.</p> <p>If there is an auxiliary (do, does, etc.) or a modal verb (can,could)</p>

they come **between** the auxiliary or the modal and the main verb.

The adverb of Good is “well”

Fast is used as an adjective and as an adverb.

Friendly, lonely, lovely, likely, and lowly do not have adverb forms.

High, low, Deep, near, far, fast, hard, early, late, much, Little, leisurely, and kindly can be used as adjectives and as adverbs.

Behind, next, about, above, etc. may act as adverbs or as prepositions.

Adverbs of frequency (___ minutes)

They are adverbs that change or qualify the meaning of a sentence by telling us how often or how frequently something happens. They answer the question “how often”.

SNAPSHOT:

Always, usually, often, never, sometimes.

BUILDING-UP:

3rd p singular/ Frequency adv. / wear / simple present/ Possessive adj. / waitress uniform / aff.

She **always** wears her waitress uniform.

FUNCTION:

always frequency adv. Mod. the verb “wears”

Adverbs of manner(__ minutes)

In English grammar, an adverb of manner is an adverb that describes how and in what way an action, denoted by a verb, is carried out.

Some adverbs of manner include slowly, badly, happily.

They answer the question “ how”

SNAPSHOT:

Quickly, kindly, gently.

BUILDING-UP: 3rd p singular/ adv. of manner / drive / adv. Of degree / infinitive phrase/ simple present tense/ Aff.

She drives very quickly to arrive on time.

FUNCTION:



quickly adv. Of manner mod. the verb “drives”


Adverbs of time (___ minutes)

They are adverbs that change or qualify the meaning of a sentence by telling us when things happen. A word that describes when, for how long, or how often a certain action happened.

They answer the question “ when”

Adverbs of Time List

<p style="text-align: center;">POINTS OF TIME</p>  <ul style="list-style-type: none"> • Tomorrow • Tonight • Yesterday • Now • Then • Today 	<p style="text-align: center;">RELATIONSHIPS IN TIME</p> <ul style="list-style-type: none"> • Already • Before • Early • Earlier • Eventually • Finally • First • Last • Late • Later • Lately • Formerly • Previously • Recently • Just • Next • Soon • Still • Yet • Since
<p style="text-align: center;">ADVERBS OF INDEFINITE FREQUENCY</p> <ul style="list-style-type: none"> • Often • Rarely • Regularly • Seldom • Sometimes • Regularly • Usually • Always • Constantly • Ever • Frequently • Generally • Infrequently • Never • Normally 	<p style="text-align: center;">ADVERBS OF DEFINITE FREQUENCY</p>  <ul style="list-style-type: none"> • Annually • Daily • Fortnightly • Hourly • Monthly • Yearly • Weekly • Nightly • Quarterly



SNAPSHOT:

Since, daily, then, early, late

BUILDING-UP:

Possessive adj. / 3rd p singular / Adv, of frequency (neg.)/ arrive/ present simple/ home/ adv. of time / subordinating conjunction (reason) / 3rd p singular / modal / Work / Preposition / adv. Of time

My mother never arrives home **early** because she must work **until** late.

FUNCTION:

early/ late mod. the verb “arrives” and late is mod. the preposition “until”

adverbs of place (__ minutes)

They are adverbs that change or qualify the meaning of a sentence by telling us where things happen. An adverb of place always talks about the location where the action of the verb is being carried out. They answer the question “where”

ADVERBS OF PLACE LIST

<ul style="list-style-type: none">• About• Above• Abroad• Anywhere• Away	<ul style="list-style-type: none">• Back• Backwards• Backward• Behind	<ul style="list-style-type: none">• Below• Down• Downstairs• Elsewhere	<ul style="list-style-type: none">• East• Far• Here• In
<ul style="list-style-type: none">• Indoors• Inside• Near• Nearby	<ul style="list-style-type: none">• Off• On• Out• Outside	<ul style="list-style-type: none">• Over• Overseas• Somewhere• There• Towards	<ul style="list-style-type: none">• Under• Up• Upstairs• Where

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SNAPSHOT:

nearby, there, outside, inside,

BUILDING-UP: 3rd p singular / work (simple present) / adverb of place / adv of time/ 3rd p. sing / verb to be (simple past) / “25 years old”/

She works **there** since she was 25 years old.

FUNCTION: there mod. the verb “works”

Adverbs of degree (___ minutes)

An adverb of degree modifies an adjective or another adverb. It is placed before the adjective or the adverb. This adverb answers the question “how much” or “to what extent”

Alphabetical list of common single-word degree adverbs		
almost	highly	purely
absolutely	how	quite
awfully*	incredibly	rather
badly*	indeed	really
barely	intensely	scarcely
completely	just	simply
decidedly	least	so
deeply	less	somewhat
enough	little	strongly
enormously	lots	terribly*
entirely	most	thoroughly
extremely	much	too
fairly	nearly	totally
far	perfectly	utterly
fully	positively	very
greatly	practically	virtually
hardly	pretty*	well

	<p>exceptions: there are some adverbs of degree that modify verbs, so they are place before the verb.</p> <p>Almost, quite, scarcely, just, nearly, hardly, barely,etc.</p> <p>Some examples are:</p> <p>She is quite smart. (mod. The adj)</p> <p>Many students really know what El Salvador is living. (exception mod. The verb)</p> <p>Conjunctive adverbs</p> <p>They are often called connectors or transitional words. Connectors are used to join two independent clauses to make compound sentences.</p> <p>the principal connectors are:</p> <p>However, nevertheless, meanwhile,moreover, furthermore, besides, therefore, also, hence, consequently, then, otherwise, likewise, though, indeed, instead, in addition, in fact, etc.</p> <p>Example:</p> <p>Her husband was killed; however, she didn't cry.</p> <p>The punctuation for sentences with connector is:</p> <p>independent clause ; connector , independent clause.</p> <p>Some connectors occupy other positions</p> <p>He explained everything clearly; furthermore, all the students understood.</p> <p>Many women abandon their home; the husbands, however, take good care of their children.</p>
	<p>Controlled practice</p>

INDICATIONS: Read the snapshot 6B carefully and pay extra attention to the adverbs in **bold**. Look for the different types studied in the virtual class to classify them. Then, put the adverbs in the table below. Be careful of the function of these adverbs at the moment of classifying them.

Snapshot 6B: mom’s birthday

Lilly and Roger had **always** celebrated their mom’s birthday **very** cool. Lilly **accidentally** discovered some boxes in the cupboard one of chocolate chips and another of cupcakes mix. “I am an expert cupcake baker,” said Lilly. She was **completely** confident that Roger would make a good cupcake assistant. **Quickly**, they open the cupcakes box and look **inside**. They have **never** cooked cupcakes, so they decided on chocolate chips. Mommy would be so happy **tomorrow!** They left all the ingredients ready so they would wake up early the next morning. They went **downstairs** to the kitchen and began **carefully** preparing the recipe. She mixed the flour, milk, and eggs until the batter looked **about** right. She **then** added a **gigantically** large of sugar, and **just** added a little bit of baking powder. Lilly left Roger to stir the mixture **totally** with a big fork; **moreover**, he had to add chocolate chips to the cookie’s mixture. She checked that Mommy and Daddy were **still** sleeping **soundly**. When she returned, she found Roger preparing the mixture. They began **seriously** glopping spoonfuls of the stuff into the trays. It was **around** that time that Lilly remembered that she was six years old. She was **strictly** forbidden to use the oven by herself. “Oh well!” she said **hopelessly** and went to wake up Mommy.

Categorize all the adverbs in their type and function according to the snapshot information.

You can read the article as many times as possible to see the context where they occur.

Elements for the analysis

Type	Frequency adverbs, adverbs of manner, adverbs of time, adverbs of place
Function	Modifying: verbs, adjectives, adverbs, prepositions, or a whole sentence.

Adverbs

N.	Adverb	Type	Function
1	always (example)		
2	Very		
3	Accidentally		
4	Completely		
5	Quickly		
6	Inside		
7	Never		
8	tomorrow		
9	Early		
10	downstairs		
11	Carefully		
12	About		
13	Then		
14	gigantically		
15	Just		
16	totally		
17	moreover		
18	Still		
19	soundly		
20	seriously		
21	around		
22	strictly		

23

hopelessly

Part II. Read the sentences from the left and analyze the elements in each of them. Then, match them with the building-ups on the right according to the elements in common. Use the letters from the sentences and write them in the box to match them with the correct building-up.

Sentence**Building-up**

A	He speaks French clearly.		1st singular/ simple past / adv. of place
B	Last meeting was awfully boring.		1 st p. plural/ present continuous/ English/ Adv. of time
C	I went nowhere.		3 rd p. plural / simple past / def. article / adj. / cake / adv. of manner
D	We are studying English nowadays.		1st p. singular / adv. of frequency/ simple past / questions / place
E	He rarely asked questions in class.		2nd p singular/ Modal verb. Aux./ adv. of frequency/ main verb / adv. of time
F	They ate the chocolate cake greedily	A	3 rd p sing/ speak/ language/ adv. Of manner/aff.
G	You must always come early.		Last meeting /Simple past (Verb to be) / adv. of manner / adj.

Semi-controlled practice

INDICATIONS: Write a complete and logical sentence according to the building-pattern in the exercise. Include all the elements asked in the building-up and use them correctly. In each building-up, there will be one or more specific elements that have to be used as it is suggested. Do not forget to give a logical meaning to the sentence.

For example:

Building-up: 3rd. p. singular/ change/ simple past/ **adv. Of manner**/ aff.

Adverb of manner:

modifying a verb

Sentence: the weather changed **drastically**.

Building-up 1: 1st. p sing/ present perfect/ **frequency adv**/ name of an object or thing/ aff.

Frequency adverb: modifying the verb

Sentence:

Building-up 2: 3rd p. plural/ find/ **adv. Of place**/ D.O/ simple past

Adverb of place: modifying the verb

Sentence:

Building-up 3: 1st p. singular/ present perfect/ “my exam”/ **adv. Of time**/ negative

Adverb of time: modifying the verb

Sentence:

Building-up 4: 3rd p. plural/ present progressive/ **adv. Of degree**/ **adv of manner**

Adverb of manner: modified by another adverb

	<p>Sentence:</p> <p>Building-up 5: 2nd p. plural/ answer/ simple past/D.O/ adv. Of manner/ coordinating conjunction/ adv of manner</p> <p>Adverbs of manner: both modifying the verb</p> <p>Sentence:</p>
<p>Lesson 7</p>	<p>PREPOSITIONS</p> <p>Target Content: Prepositions of place, Prepositions of time, and Prepositions of movement</p> <p>Objectives:</p> <p>General: At the end of this video lesson SWBAT:</p> <p>Effectively identify prepositions to write well-formed sentences for the building-up section of the written test</p> <p>Specific: At the end of this video lesson SWBAT:</p> <p>Categorize the different types of prepositions used in building-ups</p> <p>Construct a sentence using prepositions from a building-up pattern</p>
	<p>Introduction</p> <p>Present students the agenda for the first video lesson.</p> <p>Agenda</p> <p>Prepositions of place</p>

	<p>Prepositions of time</p> <p>Prepositions of movement</p> <p>Tell students that the lesson will consist of 3 essential parts:</p> <p>The snapshot: Students will have the opportunity to see the different types of prepositions in real context and how they differentiate from one another. This snapshot will help student observe the different functions these prepositions may have.</p> <p>The grammar notes: The teacher will explain each different type of prepositions, the concepts, the main uses, the subtopics, the context where they may appear. Then, the teacher will use the snapshot to look for the examples in context and analyze them according to their function.</p> <p>Vocabulary: The teacher will create a list of the most difficult or tricky words and phrases to understand based on the snapshot’s content. Then, he has to give a short definition and an example according to the use given in the lessons.</p>
	<p>Presentation</p> <p>Tell students that they are about to see the snapshot.</p> <p>Tell them the information about the snapshot, the name, the number, etc.</p> <p>Tell students to pay careful attention to the prepositions in different colors.</p> <p>Read the snapshot fluently so that students can follow your rhythm and intonation,</p> <p>Tell them that they can pause the snapshot or go back to read again.</p> <p>Snapshot 7A</p> <p>Topic: my vacations</p>

Walter **from** Liverpool is visiting his cousin Mia **in** England. He wrote a message **to** his brother telling everything he has done. I arrived **on** Monday **at** 6 o'clock since that moment I am having a wonderful time here. **In** the morning, we usually have breakfast **in** a nice coffee shop **in front of** the hotel. One day, We went **to** the mall **with** Mia and walked **around** the city to visit some souvenir stores. Let me tell you that the weather isn't cold, so we have done different activities. We went **to** the beach **on** Tuesday, and we arrived **at** 8:00 AM. We immediately went to swim and made some sandwiches **for** lunch. **After** lunch, we walked **along** the beach and left the place **before** 6:00 PM. It was a great experience because I could swim **into** one of the coolest beaches **in** the country. **On** my birthday, we had dinner **in** a famous restaurant. **Around** 9 pm, we called our friends and we met **outside** a dance club because we wanted to dance. We spent **like** three hours **in** the club and we got back **to** the hotel. I hope I will be back **by** may or June. Bye dear brother.

Grammar notes

What is a preposition?

A preposition is a part of speech, just like a noun or a verb. It connects a noun or pronoun to another word in the sentence, showing us the relationship between them. A preposition usually answers the questions where? or when?, telling us about a person or object's location in either time or space. This information often needs to be given using a group of words rather than a single word.

The word or phrase that the preposition introduces is called the object of the preposition.

There are five types of prepositions: Simple, Double, Compound, Participle, and Phrase prepositions.

These are spoken and written quite often in English. In fact, many of us use all types of prepositions naturally without realizing that they are distinct and have a name.

For example, for, with, on, that, of, and to are all prepositions.

Simple prepositions are short words like at, for, in, off, on, over, and under. These common prepositions can be used to describe a location, time or place.

Double prepositions are two simple prepositions used together, often indicating direction. Some examples are into, upon, onto, out of, from within.

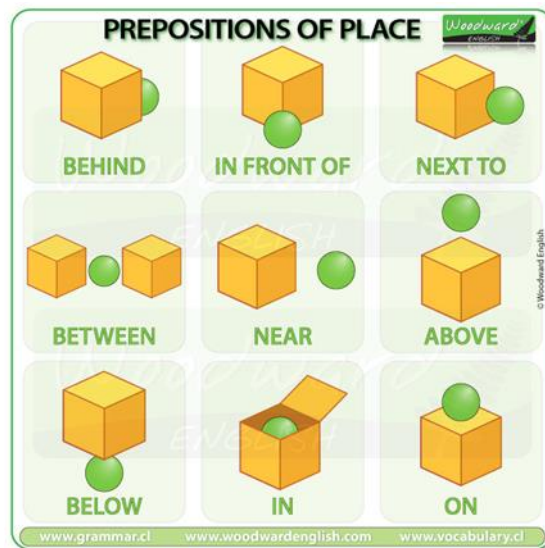
Compound prepositions (or complex prepositions) consist of two or more words, usually a simple preposition and another word, to convey location. Some examples are in addition to, on behalf of, and in the middle of.

Participle prepositions have endings such as -ed and -ing. Examples are words such as considering, during, concerning, provided.

Phrase prepositions (or prepositional phrases) include a preposition, an object, and the object's modifier. Examples include phrases like on time, at home, before class, and on the floor.

Prepositions of place (___ minutes)

A preposition of place is a preposition which is used to refer to a place where something or someone is located, so we use them to talk about location. Some prepositions of place are by, next to, besides, near, into, onto, towards, from.



SNAPSHOT:

From, in, in front of, on, at, outside

BUILDING-UP:

1st p. plural/ freq adverb/have/ prep of place/ indef. Article/ adj/ "coffee shop"/ prep of place/ definite article/ hotel/ aff

We usually have breakfast **in** a nice coffee shop **in front** of the hotel.

FUNCTION:

In: prep of place mod. “ a nice coffee shop”

In front of : prep. Of place mod. “ the hotel”

Preposition of time (__ minutes)

A preposition of time is a preposition that allows you to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place. Prepositions of time are the same words as prepositions of place; however, they are used in a different way. Ex: Since, for, ago, before, to, until, by, etc.

PREPOSITIONS OF TIME English Grammar

AT-IN-ON

AT	IN	ON
'At' is used for precise times	'In' is used for months, years, decades, centuries, and long periods of time	'On' is used for days and dates
<ul style="list-style-type: none">• At 10.30am• At 8 o'clock• At bedtime• At breakfast	<ul style="list-style-type: none">• In 16 year's time• In 1991• In December	<ul style="list-style-type: none">• On a Summer evening• On Christmas day• On Christmas• On Friday

SNAPSHOT: in, on, at, by, before,

BUILDING-UP:

1st p. sing/ arrive/ simple past/ prep of time/day of the week/ prep of time/ “6 o'clock”/ coordinating conj/ 1st p. sing/ present progressive/ ind article/ adjective/ noun

I arrived **on** Monday **at** 6 o'clock ,and I am having a wonderful time.

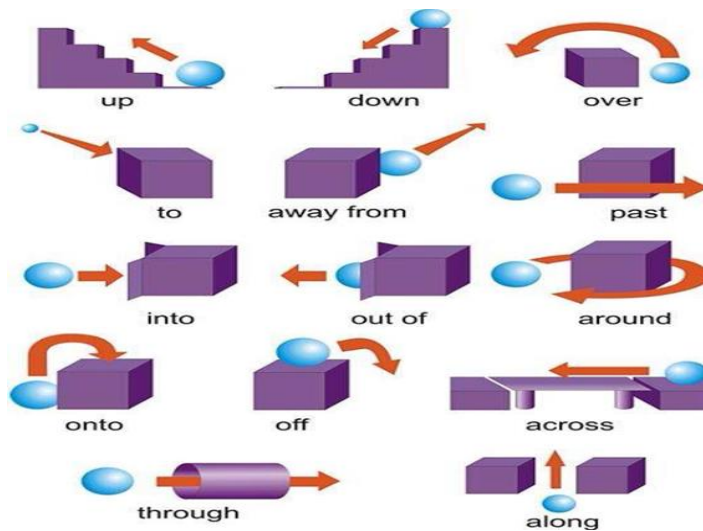
FUNCTION:

On: prep of time mod. “Monday”

At: prep of time mod. “ 6 o'clock”

Prepositions of movement (___ minutes)

Prepositions of movement show movement from one place to another place. These prepositions always describe movement and we usually use them with verbs of motion. The most common preposition of movement is the preposition to, which describes movement in the direction of something



SNAPSHOT: around, along, into

BUILDING-UP:

1st p. plural/ walk/ prep. Of movement/ def. article/ noun/ simple past

We walked **along** the beach.

FUNCTION: along prep of movement mod. “the beach”

SNAPSHOT:

nearby, there, outside, inside,

BUILDING-UP: 3rd p singular / work (simple present) / adverb of place / adv of time/ 3rd p. sing / verb to be (simple past) / “25 years old”/

She works **there** since she was 25 years old.

FUNCTION: there mod. the verb “works”

EXAMPLES:

The book belongs **to** Anthony. “**to**” Simple prep mod. “Anthony”

She lives **near** her workplace. “**Near**” Prep of place mod. “her workplace”

I got a package **from** a friend. “**from**” simple prep mod “a friend”

I have liked that song **since** 1999. “**since**” prep of time mod “1999”

The cat jumped **off** the counter. “**off**” prep of movement mod “the counter”

Controlled practice

INDICATIONS: Read the snapshot 7B carefully and pay extra attention to the prepositions in bold. Look for the different types of prepositions studied in the virtual class. Then, put the prepositions in the table below.

Snapshot 7B: A TRIP TO THE MOUNTAINS

The trip **through** the mountains was an exhilarating experience. We left **in** a van loaded **with** passengers and luggage. We believed that the trip would take **around** six and eight hours, and we hoped to arrive **at** our destination **before** dark. The van headed **down** the highway **toward** the base **of** the mountain. **Within** an hour, we had arrived **at 11** the foot **of** the mountains, and we began our ascent **toward** the summit. The heavily loaded van moved **at** a snail's pace **up** the mountain **on** a narrow, winding road. **By** noon, we had arrived **at** the summit, so we stopped **for** lunch. The views **from** the summit was breathtaking. It was **on** the trip **down** the mountain that the real excitement began. We were winding **down** the narrow road **at** a leisurely pace when, suddenly, a car traveling **in** the opposite direction moved **out of** its lane and **into** ours. Our driver swerved suddenly and managed to avoid the oncoming car, but the van did not stay **on** the road. It swerved **off** the road and, **due to** the heavy load it was carrying, tipped over.

- Categorize all the prepositions in their type
- In the function, write the things that prepositions are modifying and underline the noun.
- You can read the article as many times as possible to see the context where they occur.

Elements for the analysis

Type	Prepositions of time, prepositions of place, prepositions of movement or direction/ simple prepositions
Function	Mod. Nouns

Nouns			
N.	Preposition	Type	Function
1	Through (example)	Prep. Of movement/ direction	Mod. "the <u>mountains</u> "
2	In		

	3	With		
	4	Around		
	5	At		
	6	Before		
	7	Down		
	8	Toward		
	9	Of		
	10	Within		
	11	At		
	12	Of		
	13	Toward		
	14	At		
	15	Up		
	16	On		
	17	By		
	18	At		
	19	For		
	20	From		
	21	On		
	22	Down		
	23	Down		
	24	At		
	25	In		

26	Out of		
27	Into		
28	On		
29	Off		
30	Due to		

Part II. Read the sentences from the left and analyze the elements in each of them. Then, match them with the building-ups on the right according to the elements in common. Use the letters from the sentences and write them in the box to match them with the correct building-up.

Sentence

Building-up

A	I will cook chicken on Monday. (example)	1st person singular / simple past / quantity of money / preposition of place / Definite article / Place /
B	I found ten dollars on the street.	3rd person singular /jump/ Simple past / Preposition of place / definite article / Place
C	Cassidy went to the mall with them.	Definite article / 3rd person plural / Simple present / Preposition of place / place/simple preposition/ Groups
D	If we want to arrive on time, we must leave by noon.	1st person singular / simple present / definite article / object / preposition of place / possessive adjective/ noun
E	He jumped over the wall.	If (condition) / 1st person plural / want (simple present) / infinitive verb / Preposition of time/ noun / 1st person plural / modal verb / infinitive verb / Preposition of time / noun

F	The boys go to school in groups.		3rd person singular /go/ simple past / preposition of place / Definite article / Place / With / Object pronoun
G	I like the tree in front of my house.	A	1st person singular/ future / Food / Preposition of time / day of the week /aff

Semi-controlled practice

INDICATIONS: Write a complete and logical sentence according to the building-pattern in the exercise. Include all the elements asked in the building-up and use them correctly. In each building-up, there will be one or more specific elements that have to be used as it is suggested. Do not forget to give a logical meaning to the sentence.

For example:

Building-up: def. article/ 3rd p. singular/ verb to be/ prep of place/ def. article/noun

Preposition of place:

mod a piece of furniture

Building-up 1: 1st p. plural/ present progressive /**prep of place**/place/ **prep of time**/ day of the week/ aff

Prep. Of place: mod a place

Prep of time: mod a day of the week

Sentence:

Building-up 2: verb of existence/ indef. Article/ “coffee shop”/ **prep of place**/def. article/ noun/ coordinating conjunction “and”/ def. article/ noun/ Negative

	<p>Prep of place: mod. Two nouns</p> <p>Sentence:</p> <p>Building-up 3: wh- word/ 2nd person singular/ present progressive/ infinitive/ prep of time/ holiday/ interrogative</p> <p>Prep of time: mod. A celebration</p> <p>Sentence:</p> <p>Building-up 4: 3rd person plural / go/ simple prep “for”/ indefinite article/ walk / prep of movement/ definite article/ place/ simple past/ aff.</p> <p>Prep of movement: mod. A place</p> <p>Sentence:</p> <p>Building-up 5: possessive adjective/ 3rd p singular/ live/ prep of movement/ definite article/ place/ simple present</p> <p>Prep. Of movement: mod. A place</p> <p>Sentence:</p>
Lesson 8	<p>CONJUNCTIONS</p> <p>Target content: coordinating conjunctions, correlative conjunctions, subordinating conjunctions, and sentence type.</p> <p>Objectives</p> <p>General: At the end of this virtual lesson SWBAT:</p> <p>Effectively apply conjunctions to write well-formed sentences for the building-up section of the written test</p>

	<p>Specific: At the end of this virtual lesson SWBAT:</p> <p>Categorize the different types of conjunctions used in building-ups</p> <p>Recognize the multiple functions of conjunctions in context</p> <p>Distinguish the different type of sentences in English</p> <p>Construct a sentence using conjunctions from a building-up pattern</p>
	<p>Introduction</p> <p>The snapshot: Students will have the opportunity to see the different types of conjunctions in real context and how they differentiate from one another. This snapshot will help student observe the different functions these prepositions may have.</p> <p>The grammar notes: The teacher will explain each different type of conjunctions, the concepts, the main uses, the subtopics, the context where they may appear. Then, the teacher will use the snapshot to look for the examples in context and analyze them according to their function</p> <p>.</p> <p>Vocabulary: The teacher will create a list of the most difficult or tricky words and phrases to understand based on the snapshot’s content. Then, he has to give a short definition and an example according to the use given in the lessons.</p> <p>Snapshot 8A: Are you online</p> <p>Spending your free time on the Internet can be both funny and addicted. People can chat, share photos with friends, and play online games. Apparently, Internet helps not only to connect people from long distances but also to cope with their daily activities easily. To have Internet is very useful because people can pay bills, buy clothes, and read the news. Nowadays, you can download an application and access to the online market where you can do the shopping or buy anything you want. As long as you have a device connected to Internet, you can start exploring the world. Many scientists say that using internet can be very rewarding, yet it can also be highly addicted for many users. Even though Internet is an important tool, it may cause either brain damage or vision loss to people who overuse it. There are many good reasons to spend time online, but people</p>

with an Internet addiction could get themselves into a high-risk condition **since** they just cannot turn off their gadgets for a moment. Being online for many hours in a row does not mean you have a problem, **but** you can become an addict if that is interfering with your daily life activities at home, at school, **or** at work. You have endless possibilities to use internet **whether** you use it daily **or** occasionally, **so** it is up to you to spend your time amusingly **but** wisely.

Grammar notes

A **conjunction** is a part of speech that is used to connect words, phrases, clauses, or sentences and they normally come in three different kinds of conjunctions: coordinating, subordinating, and correlative. Each of them serves its own, distinct purpose, but all join parts of the sentence together.

Ex.

I like apples and bannanas.

He plays soccer fast and smartly.

Neither Lisa nor Helena had been to Italy before.

My shoes look great but are not very comfortable.

I want either the pink sofa or the purple one.

Without conjunctions, you'd be forced to express every complex idea in a series of short, simplistic sentences: I like cooking. I like eating. I don't like washing dishes afterward.

Grammarly (2020)

Coordinating conjunctions

A coordinating conjunction is a word that joins two elements of equal grammatical rank and syntactic importance. They can join two verbs, two nouns, two adjectives, two phrases, or two independent clauses. The seven coordinating conjunctions are called "FANBOYS"

Conjunction	Example
For	She must have been very hungry, for she ate everything immediately.
And	I will go to the market, and my sister will visit the dentist.
Nor	He doesn't eat cake, nor does he eat biscuits
But	I eat cake, but I never eat biscuits; I don't like them.
Or	Would you like cereal or toast for breakfast?
Yet	I love candy bars, yet I know they are not good for me.
So	He was very afraid, so he called the police.

SNAPSHOT:

and, yet, but, and so

BUILDING-UP:

3rd pers. Plural/ modal/ coordinating conj./ share/ play/ common noun/ irregular noun/ affirmative

People can chat, share photos with friends, and play online games.

FUNCTION:

Coordinating conjunction

And=joining verbs

Correlative conjunctions

Correlative conjunctions are tag-team conjunctions. They come in pairs, and you have to use both of them in different places in a sentence to make them work. Correlative conjunctions connect two equal grammatical terms. So, if a noun follows "both," then a noun should also follow "and."

Conjunction	Example
both/and	The like both pizza and hamburgers.
Whether/or	Whether you love them or hate them.
Either/or	We can go to either Greece or Spain for our holiday.
Not/but	I see you're in the mood not for desserts but appetizers.
Not only/but also	I took not only the pink sofa but also the Tiffany lamp.
Neither/ nor	Neither Lisa nor Helena had been to Italy before

SNAPSHOT:

both...and, not only...but also, either...or, whether...or

BUILDING-UP:

3rd person singular/simple present/correlative conj/ infinitive

/common noun/adverb/abstract noun/affirmative

Apparently, Internet helps not only to connect people from long distances but also to cope with their daily activities easily.

FUNCTION:

Correlative conjunction

Not only...but also = joining infinitives

Subordinating conjunctions

Subordinating conjunctions are parts of speech that join dependent clauses to independent clauses. Sometimes referred to as subordinators or subordinate conjunctions. Subordinating conjunctions are essential parts of complex sentences which include at least two clauses, one of the clauses being main (independent) and the other being subordinate (dependent).

SNAPSHOT:

because, where, as long as, even though, since

BUILDING-UP:

3rd person singular/verb to be/common noun/compound noun/ present/subordinating conj./ modal of possibility/correlative conj/ affirmative

Even though Internet is an important tool, it may cause either brain damage or vision loss to people who overuse it.

FUNCTION:

Subordinating conjunction

Even though = concession

MAIN CLAUSE + Ø + **SUBORDINATE CLAUSE**.

SUBORDINATE CLAUSE + , + **MAIN CLAUSE**.

Table of the most common subordinating conjunctions

	Conjunction	Example
TIME	after, as soon as, as long as, before, once, still, until, when, whenever, and while	After Batman captured the robbers, Robin took a secret ride in the Batmobile.
		I was taking a shower while my family was watching TV.
COMPARISON	As much as, rather than, though, whereas, in contrast to	He loves playing instrumental music as much as I love playing video games.
		She actually enjoys confrontation, whereas I prefer a quiet life.
CAUSE	as, because, in order that, since, and so that	Robin wasn't allowed in the Batmobile because he wouldn't wear a seatbelt.
		As I walk through the valley of shadows, I realized there was nothing left.
CONDITION	even if, if, in case, provided that, and unless	Even if the sky is falling down, you'll be my only.
		We're never going to survive unless we get a little crazy.
CONCESSION	although, as though, and even though	Although it is a beautiful day outside, I plan on working inside at my computer.
PLACE	where, wherever	This is the city where my family grew up. / I will go wherever you want.



Using punctuation marks in conjunctions

Use a comma in a list or series: when you have several items in the sentence: A, B,C, and D.

Ex.

I need to buy apples, bananas, peaches, and grapes.

You can choose Brazil, Panama, Argentina or Colombia for you vacations.

You do not use a comma in compound subjects and predicates. A and B. Ex.

Marta and Jonas will travel to the past next week.

Today, I will buy some groceries at the store and visit my grandmother.

Use a comma when you join two independent clauses. Ex.

We are working on the project, and they are contacting the customers.

Not only did Josh ignore her at the party, but also, he pretended not to knowing her.

Not only can we catch the train now, but we'll arrive within two hours. (auxiliary inversion)

Use a comma when the subordinate clause is at the beginning. Ex.

Although it is a beautiful day outside, I plan on working inside at my computer.

After my children eat breakfast, I often sit down to write articles.

Sentence type

Sentences may have different degrees of complexity. They may consist of independent clauses and dependent clauses; the independent clause is also called main clauses. Between each sentence, conjunctions are placed in order to connect them smoothly and avoid simplistic sentences. There are four types of sentence in English.

Simple sentences

Compound sentences,

Complex sentences

Compound-complex sentences

1. Simple sentence

A sentence that consist of one independent clause or main clause.

They drink coffee all the time. -----> Independent clause

This clause can stand alone as a complete sentence

2. Compound sentence

A sentence that consists of two or more independent clauses or main clauses.

They drink coffee all the time, but I drink green tea.

Independent clause Independent clause

MAIN CLAUSE + , + Coordinating Conjunction + **MAIN CLAUSE** .

3. Complex sentence

A complex sentence that contains one or more independent clause and at least one full dependent clause with its own subject and predicate.

I drink green tea because it makes me feel relaxed.

Independent clause Dependent clause

MAIN CLAUSE + Ø + **SUBORDINATE CLAUSE** .

SUBORDINATE CLAUSE + , + **MAIN CLAUSE** .

4. Compound complex sentence

	<p>A compound-complex sentence has two complete independent or main clauses connected by the coordinate conjunction, and at least it has to contain a dependent clause in any of the independent clauses.</p> <p>They drink coffee all the time, but I drink green tea because it makes me feel relaxed.</p> <p>Independent clause Independent clause Dependent clause</p> <p>Example from the snapshot</p> <p>There are many good reasons to spend time online, but people with an Internet addiction could get themselves into a high-risk condition since they just cannot turn off their gadgets for a moment.</p> <p>Syntactic order</p> <p>Conjunctions</p> <p>N+ Conj + N= I like milk and sugar.</p> <p>Adj + Conj + Adj= He is friendly but annoying. He is either loyal or selfish when playing.</p> <p>Adv + Conj+ Adv= She paints professionally and amazingly.</p> <p>Subj + Conj + subj = Both Martha and Jonas are relatives.</p> <p>Verb + Conj + verb= He drives and repairs cars. I will go to college and work part time.</p> <p>Phr. + Conj + Phr. = Michael grilled meat not only for Tiffany but also for Rocket, her dog.</p> <p>S + Conj + S= I might call my mother, but she may be at work by the time.</p> <p>S + Conj + dependet clause= I started my class when the investors came.</p>
	<p>Controlled practice</p>

INDICATIONS: Read the snapshot 8B carefully and pay extra attention to all the coordinating, correlative, and subordinating conjunctions in **bold**. Look for the different types studied in the virtual class. Then, put them in the table below.

Snapshot 8b: Travelling

People often enjoy traveling **but** for some others traveling is not fun at all. Some people suffer from travel sickness **because** they experiment anxiety. Traveling can be **either** affordable **or** costly. It often depends on how far you want to travel **and** the choice of transport. Using a bicycle will not cost anything **as** you power it by using your legs; however, the use of a bicycle can be hard work **and** can take a lot of time to travel long distances. People like **both** cars **and** motorcycles which are faster modes of transport **but** are more expensive to use as gasoline is needed. It can usually be assumed that the longer you wish to travel, the more expensive **and** time consuming it will be. The use of a plane is necessary for people wanting to travel very long distances. A pilot will fly a plane from an airport for many thousands of miles to take people to places far away. **Although** traffic is rarely a problem for airplanes, it can take a lot of preparation to travel by plane. A train is another mode of transport which is ideal **when** we travel long distances within the same country, **or** between countries that are connected by land. Several destinations can be traveled to by using the sea, **and** people often depart from a harbor in a ferry which is driven by a captain. If the journey is a long distance, people may choose to sleep on the ferry **while** they wait to arrive at their destination. Some people choose to go on a cruise for their holiday that would involve stopping at many different city ports for a short amount of time. People who need to travel short distances may choose not to use any transport at all; unlike, people often rely on their legs to take them to places nearby. This is often encouraged **as** certain modes of transport have been said to produce harmful emissions **and** damage the environment.

Categorize all the conjunctions in their type

In the function, write the things that prepositions are modifying and underline the noun.

You can read the article as many times as possible to see the context where they occur.

Elements for the analysis

Type	Coordinating conjunctions, correlative conjunctions, subordinating conjunctions
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Joining	Joining nouns, joining adjectives, joining verbs, joining, adverbs, joining phrases, joining sentences, etc.
subordinating	Introducing a clause of time, cause, comparison, concession, place or condition

CONJUNCTIONS			
N.	conjunction	Type	Joining
1	but		
2	because		
3	Either/or		
4	and		
5	as		
6	and		
7	Both/and		
8	but		
9	and		
10	Although		
11	when		
12	or		
13	and		
14	while		
15	as		
16	and		

Part II. Read the sentences from the left and analyze the elements in each of them. Then, match them with the building-ups on the right according to the elements in common. Use the letters from the sentences and write them in the box to match them with the correct building-up.

Sentence

Building-up

A	My wife is somewhere in this house where for hours now I have been sitting and writing.		First person singular/common noun/coordinating conjunction/simple present
B	Striking through the thought of his dear ones was a sound which he could neither ignore nor understand.		Subordinating conjunction (concession)/first person singular/simple present
C	James was either lost or a dead one.		Personal subjective pronoun/simple past/correlative conjunction
D	I am tall like my wife and my shoulders are a little stooped.		Simple past/first person singular/ correlative conjunction
E	We sit together in the evening, but I do not know her.	A	3 rd person sing./subordinating conjunction (place) /preposition (simple)/common noun/simple present
F	Although I write boldly, I am a shy man.		First person plural/ correlative conjunction /simple present
G	I worked my way through college and became an historian.		Correlative conjunction/simple past/third person singular

Semi-controlled practice

INDICATIONS: Write a complete and logical sentence according to the building-pattern in the exercise. Include all the elements asked in the building-up and use them correctly. In each building-up, there will be one or more specific elements that have to be used as it is suggested. Do not forget to give a logical meaning to the sentence **and color the conjunctions.**

For example:

Building-up: 1st person singular/Correlative conjunction/understand/poetry

Correlative conjunction: Joining two nouns

Sentence: Maybe I could not understand the poetry **and** allusions in them books you are picking over.

Building-up 1: countable noun/1st person singular/adverb of time/ Coordinating conjunction

Coordinating conjunction: joining two sentences

Sentence:

Building-up 2: third person singular/simple past/coordinating conjunction

Coordinating conjunction: joining two adjectives

Sentence:

Building-up 3: 1st person plural/go/correlative conjunction/proper noun

Correlative conjunction: joining two nouns

Sentence:

Building-up 4: 3rd person singular/verb to be/aff. /subordinating conjunctions/modal of possibility

Sentence:

Subordinating conjunction: concession

Sentence:

	<p>Building-up 5: 2nd person singular/love/driving/subordinating conjunction</p>
--	--

Subordinating conjunction: comparison

Sentence:

Appendix 5

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
FINAL TEST OF BUILDING-UP

Objective: To assess Intensive intermediate English II students' maximization of grammatical scenarios through the completion of focused building-up practice at the Western Multidisciplinary Campus of the University of El Salvador, semester I, 2020

Directions: Write complete and logical sentences using all the items given in each pattern.

1. Present continuous/ 3rd Pers. pl/ Call on someone/ Time expression/ Adjective
2. Wh question// 2nd pers pl/ / going to/infinitive of purpose / adj+noun
3. Negative/ Present perfect/3rd Person singular/ Be/ Canada/ (not) yet/ Verb of existence
4. Third person singular/ verb to be/ comparative of "intelligent" / member of the family/
interrogative
5. Possessive Case/ 3rd Person singular/ Cook/ Superlative/ Countable Noun/ Place
/Present Tense
6. 3rd person plural/ possessive noun/ verb to be/ demonstrative adjective/ adverb of
manner/ aff /
7. 3rd person singular/ article/ time expression/ near future/ possessive adjective/ irregular
noun/
8. Démonstrative adjective/ plural noun/ adjective/ past tense/ common noun/ article

9. 3rd person singular/ simple past/ preposition of place/ definite article/ place/ adverb
clause of time/ definite article/ fire/ simple past

10. Wh-question/ auxiliary/ 2nd person singular/ present continuous/ definite article/ food /
adverb of degree/ adverb of manner/ interrogative

11. Possessive pronoun/ superlative adjective/ family member/ sport/ present perfect

12. First person singular/ present perfect progressive/ objective pronoun

13. Determiner/gradable-superlative-attributive adjective/ family member / transitive
verb/past/non-gradable-positive-predicative adjective

14. Proper noun /future / transitive verb / quantifier / common noun / preposition / object
pronoun

15. Affirmative/ Determiner / compound noun / present perfect tense / Transitive verb /
quantifier / non-gradable-positive-attributive adjective / common noun / simple preposition /
object pronoun / subordinating conjunction of time / subject pronoun / past tense / intransitive
verb / simple preposition / country / adverb of time

Appendix 6

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
FINAL TEST



GENERALITIES: Final test of the online building-up course addressed to Intensive Intermediate English II students

OBJECTIVE: To assess students' elaboration of grammatical sentences in the written test after the application of contextualized syntactic snapshots at the Western Multidisciplinary Campus of the University of El Salvador, semester I, 2020

INDICATIONS:

PART I: Read carefully the short snapshot in each section of the test. Each section will be about the eight parts of speech. You will be asked to find specific elements of the feature in discourse. Look for the elements asked from the snapshot, color them according to the part of speech and write them in the answer box. Take your time and find the elements in the snapshot.

Student's name:

Gmail:

NOUNS

When you graduate from high school or university, is your learning finished? The answer is no. In many **countries**, people continue their studies even if they have become good professionals; they think there is something new to learn every single day. People who already graduated from college are always getting a new bachelor's degree, so they can get more job opportunities or higher paid jobs. Therefore, lifelong learning is really important either for students or for post-graduates who always want to exceed their limits.

Write the element as it appears in the example:

Example: Common noun as object of a preposition: countries

ELEMENT TO BE FOUND	ANSWER
1. Irregular noun as a subject	

1. Common noun as subject complement	
1. Possessive noun as direct object	
1. Compound nouns as object of a preposition	

DETERMINERS

I lost **my** leg when I was 19. At that time, I was dating a girl, and we were very much in love. After a while, she suddenly decided to move abroad, claiming that she wanted to earn some money for us. I wanted to believe her, but I was convinced that she was lying. I told her we needed to break up and that it would be better for her. One month later, my doorbell rang. I took my crutches, opened the door and there she was. I didn't even manage to get a word out before she slapped me and I fell down. She kneeled down beside me, hugged me and said, "You're an idiot! I didn't run away from you. We're going to the hospital tomorrow and there's a prosthesis waiting for you. I went abroad to earn money, so you'll be able to walk again - do you understand?" I was so overwhelmed with the emotion that I couldn't utter a single word - I just hugged her tightly and cried.

Example: Determiners: showing possession: my

ELEMENT TO BE FOUND	ANS WER
1. Determiners: Definite and indefinite articles	
1. Determiners showing possession:	
1. Determiners showing positions	
1. Determiner: showing quantity	

PRONOUNS

Snapshot 3: “The Tale of Johnny Town-Mouse” by Beatrix Potter

Timmie Willie is a country mouse who is accidentally transported to a city in a vegetable basket. When **he** wakes up, he finds himself in a party and makes a friend. When he is unable to bear

the city life, he returns to his home but he himself invites his friend to the village. When his friend visits him, something similar happens. Timmy Willie longed to be at home in his peaceful nest in a sunny bank. The food disagreed with him; the noise prevented him from sleeping. In a few days he grew so thin that Johnny Town-mouse noticed it, and questioned him. He listened to Timmy Willie's story and inquired about the garden. "It sounds rather a dull place? What do you do when it rains?" "When it rains, I sit in my little sandy burrow and shell corn and seeds from my Autumn store. I peep out at the throttles and blackbirds on the lawn, and my friend Cock Robin. And when the sun comes out again, you should see my garden and the flowers—roses and pinks and pansies—no noise except the birds and bees, and the lambs in the meadows."

Example: Subjective pronoun as a subject: he

ELEMENT TO BE FOUND	ANSWER
1. Reflexive pronoun in non-emphatic use:	
2. Subjective pronoun as a subject:	
3. Objective pronoun as a Direct Object:	

ADJECTIVES

Lake Harriet is a **great** place to swim and relax. In the summer, the water is warm and spotless, and the beaches attract people seeking relief from a midsummer scorcher. In addition, lake visitors can go canoeing, sailing, windsurfing, or fishing. The blue water is a refreshing, tempting sight. The sweet scent of sunblock wafts through the air from sunbathers lying on the beach. Meanwhile, lifeguards sit atop their towers and make sure everyone is safe. In the distance, sailboats catch the conservative breezes that ripple Lake Harriet's surface, and canoeists glide quietly past. This is what summer is all about!

Example:

gradable - attributive - positive adjective modifying the direct object: great

ELEMENTS TO BE FOUND	
1.	non-gradable - predicative - positive adjective modifying the subject. Answer:
1.	gradable - attributive - positive adjective modifying the subject. Answer:
1.	gradable - predicative - positive adjective modifying the subject . Answer:
1.	non-gradable - attributive - positive adjective modifying the direct object: Answer:

VERBS

I **remember** when I first arrived in the United States. Even before the plane landed, the little windows in the airplane revealed snow and ice-covered houses and buildings. Some people inside the airport are wearing big coats and hats, which I have seen on television, but never up close. I am a little dizzy; I need to sit down, and then my cell phone rings. It is my Aunt Sophia. She is waiting for me outside in the passenger pick-up area, so I walk quickly to the exit, forgetting all about my luggage. When the sliding glass door opened to the outside, there is my aunt a woman wearing a parka and waving her arms frantically in my direction. Next year, I believe I will visit my aunt again.

Example

Transitive verb/present tense taking a clause as direct object: Remember

ELEMENTS TO BE FOUND	ANSWER
1. intransitive verb/ past tense	
1. intransitive verb/present perfect tense	
1. transitive verb / continuous tense	
1. linking verb / present tense	

1. Transitive verb/future tense	
---------------------------------	--

ADVERBS

I am Tomas and I live in Vienna with my parents and my sisters. I am the youngest in my family. I turned 13 last month. I go walking to a nice school across the street, and I really enjoy it. Fortunately, I have a lot of friends there, and I enjoy studying. I love playing sports, especially basketball. I am the tallest player on the school team and I **usually** play very well. On Sunday, I normally spend a lot of time with my friends Ralf and Kurt.

Example: Frequency adv. Mod a verb: usually

ELEMENTS TO BE FOUND	ANSWER
1. Frequency adverb mod. A verb	
1. Adverb of degree mod. An adj	
1. Adverb of manner mod. the whole sentence	
1. Adverb of degree mod. a verb	

PREPOSITIONS

I am Tomas and I live **in** Vienna with my parents and my sisters. I am the youngest in my family. I turned 13 last month. I go walking to a nice school across the street and I really enjoy it. I have a lot of friends there and I enjoy studying. I love playing sports, especially basketball. I am the tallest player on the school team and I usually play very well. On Sunday, I normally spend a lot of time with my friends Ralf and Kurt.

Example: Preposition of place mod. A noun: in

ELEMENTS TO BE FOUND	ANSWER
1. Preposition of time mod. A day of the week	
1. Preposition of movement mod. a noun	
1. Preposition of place mod. a noun	
1. Simple preposition mod. a common noun	

CONJUNCTIONS

Jenny went up to her room and lay down on her bed when her friends left to go back home. Although it was early, she was both tired and sleepy, so she turned off the lights and snuggled down into her bed. It had been an exciting day because Jenny had spent the weekend not only with her friends but also her family. Soon Jenny was fast asleep and dreaming. A few hours later, Jenny woke up at once as she remembered her favorite program was on air. She ran downstairs and switched on the television, but the program had almost finished. If she had remembered earlier, she would have managed to watch it in time.

Write the sentence that has the conjunction.

Ex: **Coordinating conjunction joining two verbs:**

Jenny went up to her room **and** lay down on her bed...

ELEMENTS TO BE FOUND
<p style="text-align: center;">Correlative conjunction joining two adjectives</p> <p>Answer:</p>
<p style="text-align: center;">Subordinating conjunction introducing a clause of time</p>

Answer:
Coordinating conjunction joining two verbs: Answer:
Subordinating conjunction introducing a clause of cause Answer:

SENTENCE TYPE

Jenny went up to her room and lay down on her bed when her friends left to go back home. Although it was early, she was both tired and sleepy, so she turned off the lights and snuggled down into her bed. It had been an exciting day because Jenny had spent the weekend not only with her friends but also her family. Soon Jenny was fast asleep and dreaming. A few hours later, Jenny woke up at once as she remembered her favorite program was on air. She ran downstairs and switched on the television, but the program had almost finished. If she had remembered earlier, she would have managed to watch it in time.

Write a sentence from the snapshot to each type: Remember Subordinating conjunctions **introduce** only dependent clauses.

Ex: **Complex sentence** (an **independent** clause and a **dependent** clause) It had been an exciting day **because** Jenny had spent the weekend not only with her friends but also her family.

1. **Simple sentence (just one independent clause)**

A:

1. **Complex sentence (an independent clause and a dependent clause)**

A:

1. **Compound sentence (two independent clauses)**

A:

1. **Compound complex sentence (two independent clauses and one dependent clause)**

A:

PART II: Write logical and well-structure sentences in each building-up. Include the elements asked in each part.

BUILDING-UPS

1. Compound noun/present continuous/ possessive adjective/ common noun/ affirmative/

- A. Compound noun as a subject
- B. Common noun as a direct object

2.Compound noun/ det/ simple past/ irregular noun/ quantifier/ preposition/ det/ time Expression/ possessive adjective/ affirmative

- A. Determiner showing possession
- B. Determiner showing position
- C. Determiner define or non-define

A:

3. Neg. / First person singular/ like / common noun / reflexive pronoun

- A. Reflexive pronoun in emphatic use

A:

4. WH-word / Proximate future / Interrogative / Objective pronoun

- A. Objective pronoun: Object of a preposition

A:

5. Aff. / Simple Present / Partitive pronoun / Demonstrative pronoun / Descriptive Adjective

- A. Partitive pronoun: Subject Complement

B. Demonstrative pronoun: Subject

A:

6. Adv. Of manner/ def. article/ countable noun/ verb to be/ adv. Of time/ preposition of place/common noun /

A. Adverb of manner mod. the whole sentence

B. Adverb of time mod. the verb

A:

7. 3rd person sing/ intransitive verb/ simple prep. "to"/ possessive adj/ common noun/ prep. Of time/ simple past

A. Simple prep. Mod a noun

B. Prep. Of time mod. A common noun

A:

8. Common noun/quantifier/ attributive adjective/ transitive verb/ adverb of frequency/ personal pronoun / subordinating conjunction/ verb to be/ preposition of place/

A. Subordinating conjunction introducing a clause of time.

B. Common noun as a subject

C. Quantifier modifying a noun

9. Determiner / gradable-attributive-positive adjective / student / past / get / determiner / gradable-attributive -superlative adjective / grade / preposition / determiner / class

10. Proper noun / present tense / intransitive verb / with / possessive adjective/ common noun / everyday / preposition of place / determiner / street

Appendix 7

University of El Salvador
Western Multidisciplinary Campus
Foreign Language Department



Checklist to be used to evaluate students' performance during the interventions to group 2 of students of "Licenciatura en Idioma Inglés: Opción Enseñanza", about the phenomenon "The Application of Contextualized Syntactic Snapshots to Reinforce Intensive Intermediate English II Students' Grammar Competence for the Elaboration of Sentences in the Written Test at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2020."

Objective: To collect information during the implementation of plan of action to reinforce students' grammar competence for the elaboration of grammatical sentences in the written test through the application of contextualized syntactic snapshots

Criteria																				0
Identification of the concept of the part of speech																				
Recognition of the different types of the part of speech in discourse																				
Recognition of the grammatical functions of the part of speech																				
Identification of the grammar rules associated with the use of the part of speech																				
identification of the word order of the part of speech																				
Ability to categorize the type of parts of speech																				

Ability to categorize the grammatical function of the parts of speech										
Ability to distinguish the feature between the rest of elements in a sentence										
Ability to recognize the part of speech in contextualized settings										
Ability to distinguish the part of speech in created segments from sentences and building-ups										
Use of all elements of the building-up according to their grammatical function										
Use of English word order in each sentence from the building-up										
Syntactic cohesion among all the elements of the building in the sentence.										
The part of speech is properly contextualized in a grammatical scenario										
The overall meaning of each of the elements is properly conveyed in the sentence										

Comments:

FIRST OBJECTIVE RUBRIC

Item	1-3	4-6	7-9	10
Identification of the concept of the part of speech	The student did not identify the concept of the part of speech as it was explained in the virtual class.	The student barely identified the concept of the part of speech as it was explained in the virtual class.	The student had minor problems identifying the concept of the part of speech as it was explained in the virtual class.	The student completely identified the concept of the part of speech as it was explained in the virtual class.
Recognition of the different types of the part of speech in discourse	The student did not recognize the different types of the part of speech in discourse as it was explained in the virtual class.	The student barely recognized the different types of the part of speech in discourse as it was explained in the virtual class.	The student had minor problems recognizing the different types of the part of speech in discourse as it was explained in the virtual class.	The student completely recognized the different types of the part of speech in discourse as it was explained in the virtual class.
Recognition of the grammatical functions of the part of speech	The student did not recognize the grammatical functions of the part of speech as it was explained in the virtual class.	The student barely recognized the grammatical functions of the part of speech as it was explained in the virtual class.	The student had minor problems recognizing the grammatical functions of the part of speech as it was explained in the virtual class.	The student completely recognized the grammatical functions of the part of speech as it was explained in the virtual class.
Identification of the grammar rules	The student did not identify the grammar rules associated with the use of the	The student barely identified the grammar rules associated with the use of the	The student had some minor problems identifying the grammar rules associated with	The student completely identified the grammar rules associated

associated with the use of the part of speech	part of speech as it was explained in the virtual class.	part of speech as it was explained in the virtual class.	the use of the part of speech as it was explained in the virtual class.	with the use of the part of speech as it was explained in the virtual class.
identification of the word order of the part of speech	The student did not identify the word order of the part of speech as it was taught in the virtual class.	The student barely identified the word order of the part of speech as it was taught in the virtual class.	The student had minor problems identifying the word order of the part of speech as it was taught in the virtual class.	The student completely identified the word order of the part of speech as it was taught in the virtual class.

SECOND OBJECTIVE RUBRIC

Item	1-3	4-6	7-9	10
Ability to categorize the type of parts of speech	The student did not properly categorize the correct types of part of speech according to the online classes.	The student barely categorized the correct types of part of speech according to the online classes.	The student had minor mistakes categorizing the correct types of part of speech according to the online classes.	The student categorized all types of part of speech according to the online classes.
Ability to categorize the grammatical function of the parts of speech	The student did not properly categorize the grammatical function of the parts of speech according to the online class.	The student barely categorized the grammatical function of the parts of speech according to the online class.	The student had minor mistakes categorizing the grammatical function of the parts of speech according to the online class.	The student categorized all the grammatical functions of the parts of speech according to the online class.
Ability to distinguish the feature between the rest of elements in a sentence	The student did not properly distinguish the features between the rest of elements in a sentence according to the online class.	The student barely distinguished the features between the rest of elements in a sentence according to the online class.	The student had minor mistakes distinguishing the features between the rest of elements in a sentence according to the online class.	The student distinguished all the features between the rest of elements in a sentence according to the online class.

<p>Ability to recognize the part of speech in contextualized settings</p>	<p>The student did not properly recognize the parts of speech in contextualized settings according to the online class.</p>	<p>The student barely recognized the parts of speech in contextualized settings according to the online class.</p>	<p>The student had minor mistakes recognizing the parts of speech in contextualized settings according to the online class.</p>	<p>The student recognized all the parts of speech in contextualized settings according to the online class.</p>
<p>Ability to distinguish the part of speech in created segments from sentences and building-ups</p>	<p>The student did not properly distinguish the parts of speech in created segments from sentences and building-ups according to the online class.</p>	<p>The student barely distinguished the parts of speech in created segments from sentences and building-ups according to the online class.</p>	<p>The student had minor mistakes distinguishing the parts of speech in created segments from sentences and building-ups according to the online class.</p>	<p>The student distinguished all the parts of speech in created segments from sentences and building-ups according to the online class.</p>

THIRD OBJECTIVE RUBRIC

Item	1-3	4-5	6-7	8-9
Use of all elements of the building-up according to their grammatical function	The student did not properly use all the elements of the building-up according to their grammatical function as taught in the online class.	The student barely used all the elements of the building-up according to their grammatical function as taught in the online class.	The student had minor mistakes using all the elements of the building-up according to their grammatical function as taught in the online class.	The student properly used all the elements of the building-up according to their grammatical function as taught in the online class.
Use of English word order in each sentence from the building-up	The student did not properly use English word order in each sentence from the building-up as taught in the online class.	The student barely used English word order in each sentence from the building-up as taught in the online class.	The student had some minor mistakes using English word order in each sentence from the building-up as taught in the online class.	The student properly uses English word order in each sentence from the building-up as taught in the online class.
Syntactic cohesion among all the elements of the building in the sentence	The student did not properly establish syntactic cohesion among all the elements of the building in the sentence as taught in the online class.	The student barely established syntactic cohesion among all the elements of the building in the sentence as taught in the online class.	The student had some minor mistakes establishing syntactic cohesion among all the elements of the building in the sentence as taught in the online class.	The student properly established syntactic cohesion among all the elements of the building in the sentence as taught in the online class.

<p>The part of speech is properly contextualized in a grammatical scenario</p>	<p>The student did not properly contextualize the parts of speech in a grammatical scenario as taught in the online class.</p>	<p>The student barely contextualized the parts of speech in a grammatical scenario as taught in the online class.</p>	<p>The student had some minor mistakes contextualizing the parts of speech in a grammatical scenario as taught in the online class.</p>	<p>The student properly contextualized the parts of speech in a grammatical scenario as taught in the online class.</p>
<p>The overall meaning of each of the elements is properly conveyed in the sentence</p>	<p>The student did not properly convey the overall meaning of each of the elements in the sentence as taught in the online class.</p>	<p>The student barely conveyed the overall meaning of each of the elements in the sentence as taught in the online class.</p>	<p>The student had some minor mistakes conveying the overall meaning of each of the elements in the sentence as taught in the online class.</p>	<p>The student properly conveys the overall meaning of each of the elements in the sentence as taught in the online class.</p>

GLOSSARY

Audio Lingual Method: the basis of this approach are repetition, oral drills, and memorization of simple patterns.

Building Up: a set of grammatical structures combined with words that are called idioms, phrases or words taken from contexts for students to build up or to construct or make sentences from scratch, just following a pattern respecting grammatical rules and composition rules that make entire students to getting a sentence that is logic, complete, and understandable.

Coherence: It is the quality of being logical and consistent.

Cohesive sentences: complete sentences which elements are connected among them, and that convey a clear and logical message.

Constituent: It is an identifiable subpart of a sentence. It can either be a single word or a group of words that functions as a unit.

Grammar competence: It is the mastery of the linguistic code. The ability to recognize lexical, morphological, syntactical, and phonological features of a language and to use these features effectively to interpret, encode, and decode words and sentences.

Grammatical function: It is the syntactic role played by a word or phrase in the context of a particular clause or sentence.

Grammaticality: Conformity to the rules to make a well-formed sentence.

Rule: It is a statement phrased in a positive form that describes possible structures – structures that are claimed to be acceptable to a native speaker.

Semantics: The study of the “toolkit” for meaning: knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings.

Sentence: It is a set of words that is complete, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

Snapshot: a brief explanation or summary of a reading piece or as a short description that tells the reader something in particular.

Syntactic analysis: It refers to determining the relevant components of a sentence describing these parts grammatically. It is called "the rank scale" and explains how sentence constituents hierarchically

Syntactic categories (parts of speech): groups of words that let us state rules and constraints about the form of sentences.

Syntax: syntax is a verbal noun which literally means "arrangement" or "setting out together".

Word meaning: a lexical item that can stand in isolation and still have meaning.

Word Order: It refers to the way words are arranged in a sentence.

Inductive reasoning: the observation of specific situations or premises to draw a general argument that can or cannot be true.

Contextualization: It means putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only.