

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE RESEARCH

**DIAGNOSIS OF THE METHODS USED FOR TEACHING ENGLISH GRAMMAR
IN THE ADVANCED ENGLISH I COURSES DURING THE SECOND SEMESTER
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I- Introduction

The present work was carried out at the Foreign Languages Department of the University of El Salvador in order to find out methods to teach grammar proposed by some experts in the language teaching field, and which of those methods are used in the Foreign Language Department of the University of El Salvador in Advanced English I courses.

This work is divided in two main parts a bibliographical part and a small field research to contrast the theory with the practice. The bibliographical research includes information related to what some authors say about different methods and approaches for teaching grammar. On the other hand, the small field research consisted on finding out if the methods proposed by experts were being used by professors working at the FLD and if so, to what extent they were being used.

As stated before, there are different methods for teaching grammar to learners of English as a second language or a foreign language. Among those methods proposed by experts there can be mentioned the following: Presentation Practice and Produce (PPP), Error Correction, Consciousness Raising and The Grammar Translation Method. These methods can be classified within two approaches depending on the way grammar is taught; that is so say, inductively or deductively. They are said to be deductive when the grammatical structures or rules are dictated to the students first (Rivers and Temperley 110). In other words learners are directly exposed to grammar rules. On the other hand, there is the inductive approach, which represents a more modern style for teaching grammar. In this approach the new grammatical structures or rules are presented to learners in a real language context (Goner, Phillips, and Walters 135).

The methods under study were the grammar translation methods; presentation practice and produce, consciousness raising method and error correction; all these were related to one of the main approaches for teaching grammar, inductive and deductive approaches. The methods related to inductive grammar teaching are grammar translation method and error correction. They are said to be deductive because grammar rules are explicitly studied. The others are considered inductive methods as the cases of presentation practice and produce and consciousness raising because they give several examples of a structure without mentioning the rules; in this case students guess the rule.

The field research was carried out among students taking the Advanced English I courses semester II. The objective of this was to make a diagnostic of methodology that teachers use in this level to teach grammar. Then the findings in this stage were compared with the bibliographical part to classify the type of grammar applied in Advanced English I courses in the FLD. This process gives the result of what type of approach and methods students were exposed when learning English as a second language or as a foreign language.

This work is divided in 10 chapters. The introduction, which is a general overview of the research. Also it defines general aspects of the two most common approaches, Deductive and Inductive Approaches. Then there are the Objectives guided the research during all the process. The third chapter includes the Justification, in which the purpose of this study, and the importance of the results is explained. The next chapter is the Diagnostic of Methods; here you can find information based on what experts say about the methods under study. Then the Methodology includes a detailed description of how the research was developed and also the instruments used. The next chapter is the Conclusions; all relevant findings are also explained in detail. The next chapter is the Recommendations; here the group gives some piece of advice taking into account the results, and the problems visualized during the investigation. And the last chapter is the Bibliography that includes all the sources used.

II- Statement of the problem

This study took place at the Foreign Language Department of the University of El Salvador, specifically among students in Advanced English courses. The purpose was to create a diagnostic of different methods that teachers use to teach grammar in these courses and what is the one that teachers prefer to apply in their classes to teach aspects related to grammar. It was intended to identify the most used approach for teaching grammar based on the methods used by teachers: inductive approach in which grammar rules are not taught explicitly or deductive approach. Grammar rules are taught with some clues but not explicitly. With this work it is expected to give a broad picture of the methodology used to teach grammar in the Advanced English courses in the FLD and at the same time to help future researchers working in the same area by providing them with some background on the topic.

An appropriate method for teaching English can help develop better result in the learning process making students acquire a high level of proficiency in their command of the English language. These methods can be grouped according to the grammar approach style. Nuaim, (2005) expresses that there are two main opposing approaches to formal grammar teaching: the deductive and the inductive approaches. In the deductive one students are given the rule and they apply it to examples; with this method students feel more comfortable and there is less possibility to make mistakes; whereas, in the inductive approach students infer the rule by generalizing from a set of examples and its major advantage is the fact that it encourages mental effort and forces students to rely on their intelligence and the ability to analyze and make connections between particular samples of speech.

There is no evidence of previous research related to the methodology used to teach grammar in the Advanced English I courses at the FLD of the University of El Salvador and for that reason, there is no clear idea of what is happening in the classrooms, so if learners have good or bad results during the process of learning grammar there are no arguments why this is happening. There is no understanding of the results; there is no documented evidence about what teachers are doing for getting their goals and results. When the reasons why something happens are known, the improvement of this is easy to get. That is one of the goals of this research, to get information of the methodology used in the Foreign Language Department and provide with information to future researches looking for better results in grammar teaching through the methodology applied.

III- Objectives

General Objective:

- ✓ **To carry out a diagnosis of approaches and methods used to teach grammar in the Advanced English I semester II 2012 courses at the Foreign Language Department (FLD) of the University of El Salvador.**

Specific Objectives:

- ✓ **To determine the type of grammar teaching approach and method students are exposed to in the Foreign Language Department: deductive or inductive.**
- ✓ **To present information about what experts say on how each method works related to their advantages and disadvantages and then compare what is happening in the classroom of foreign language department.**
- ✓ **To establish the differences between inductive and deductive grammar approaches and how to classify different methods within these approaches.**

IV- Justification

During the process of learning English students need to develop the four main skills; that is listening, speaking, reading and writing. All of them are important to get a good performance in communication. However, it is important to consider other aspects of the language while learning it. As Takashima (2000) notes “while student’s ability in terms of fluency has been improved, they often cannot communicate appropriately in English due to a lack of grammatical knowledge.” Based on that affirmation, it seems important to find out the method teachers apply to teach grammar in the Advanced English I classes. The information or results obtained on this research can help to bring some changes in the way teachers approach the grammatical aspect in their classes, or reinforce what they are already doing.

According to Nuaim (2005), there are two main opposing approaches to formal grammar teaching: the deductive and the inductive approaches. In the former, the students are given the rule and they apply it to examples, and they feel more comfortable; whereas in the inductive approach, the students infer the rule by generalizing from a set of examples and students make mental effort and get ability to analyze and make connections between particular samples of speech. Therefore, it is important and essential that teachers on the mentioned subject choose the appropriate grammar method to be applied in the classroom so that students can accomplish the goal of getting their meaning through the second language in a competent way.

This study was intended to find out the methods teachers use for teaching grammar in the English Advanced I classes in the FLD. Then classify them as inductive or deductive according to the approach they follow for teaching grammar. With the findings we expect to help teachers be aware of the type of method or methods used to teach grammar in this level in the FLD, and to somehow help them if not standardized the way of approaching the teaching of grammar, at least professors can have a notion of what others working with the same level do so that they can share ideas that can help improve the teaching – learning process. Also, by knowing the type of method used there can be a more reliable way of evaluating the results obtained at the end of the semester.

V- Theoretical Framework

Diagnostic of Methods Used for Teaching English Grammar in Advance English I courses

During years, researches have investigated how learners learn a new language and as a result they have designed some teaching methods. Teaching methods are defined as "how to" or the way of teaching; it is also defined as the general study of pedagogical practice in teaching during the learning process (Shulman, 1987). There are more than a few numbers of teaching methods, techniques and they are oriented to the objectives and goals teachers have in the classroom. These can be classified in two main groups according to the way grammar is taught. They can be deductive, when grammatical structures or rules are dictated to the students first, and can be inductive, when the new grammatical structures or rules are presented to the students in a real language context without explaining explicit rules (Goner, Phillips, and Walters 135). In this chapter, the most common methods are described and classified as deductive or inductive according to the way grammar is taught, so readers can have a better idea about how this methods work, and why it is said they are inductive or deductive.

The majority of language teaching methods and techniques in our days emerged during a period of time called "The Age of Methods," which goes from the 1950s to the 1980s (Theodore S. Rodgers 2001). During this time a good number of theories for language teaching were proposed by several linguistics; for example, audio-Lingualism, which emerged in the United States. Then a variety of methods were proclaimed as successors to the then prevailing Situational Language Teaching and Audio-Lingual methods. These alternatives were promoted under titles as Silent Way, Suggestopedia, Community Language Learning, and Total Physical Response. In the 1980s, these methods came to be overshadowed by more interactive views of language teaching, which collectively came to be known as Communicative Language Teaching (CLT). The CTL is a method known for one of its principal characteristics; it s focus on oral English performance. Most of the activities developed in this method are oriented for learners to speaking, leaving out the grammar.

The communicative language teaching (CLT) was centered and designed for developing the communicative competence of the learners in the classroom, and make learners get involved in the learning process so that language can be developed automatically (Melati Aros 2009). Theodore S. Rodgers in Center for Applied Linguistics (CAL2001) identifies five main principles for CLT, one of them is Learners learn a language through using it to communicate. Learners in this particular method learn the language by practicing speaking; most of the time it is with the help of dialogs and drillings, making a better performance in students' oral proficiency. Another principle is that all the activities inside the classroom are oriented with the same objective that at the end students increase their oral performance. Authentic and meaningful communication should be the goal of classroom activities. Theodore also states that communication involves the integration of different language skills, and also that learning is a process of creative construction and involves trial and error. Finally he also states fluency is an important dimension of communication; however he does not say anything about the accuracy in speaking, and as we know for a speaker to reach a good level of performance, he/she must have a good domain of fluency and accuracy in the target language.

Grammar plays an important role during the learning process of a language: Tracy David Terrel (2010) expresses that language instruction could increase the rate of acquisition by increasing the amount of comprehensible input and opportunities for meaningful production of the target language. He also has found that grammar helps students to speed up the acquisition of the language with the help of self-correction, making them to be aware of the accuracy during the speaking and find out their own error while they are speaking: then they monitor themselves, they prevent fossilization, which is a mechanism that underlies surface linguistic material which speakers will tend to keep in their IL productive performance, no matter what the age of the learner or the amount of instruction he receives in the language teaching (Selinker 1972: 229). Also grammar helps avoid omission, which is omitting some words in speech for example when they say *You have book? I have job tomorrow*. Omission can cause misunderstanding in the outcome making them difficult to be understood.

Because grammar instruction can facilitate the learning process, it should be taken into account during the development of the language learning process. To teach grammar there are several methods teachers can take advantage of; it depends on the goals teachers have and on the topics studied. Eva Deinzer (2007) identifies some of them in her article *Teaching grammar: approaches and methods*. Among those methods are: the Grammar-Translation Method, Natural Approach, Consciousness-Raising, and Error Correction (See Table 1), all of these with the same central idea which is for students to learn grammar. All of them involve the teaching of grammar; however, some of them are classified as inductive and others as deductive. They can vary on the form they develop the grammar competence in students, and every method counts on different techniques. Before describing the methods mentioned above, the two main approaches will be described.

In the following table we present some methods under study classified according to the approach that each method belongs to.

Deductive	Inductive
The Grammar Translation Method	Presentation Practice and Production
Error Correction	Consciousness Raising

Table 1 Common teaching methods under study.

1- The Deductive Approach

First it is necessary to know what deductive means. It comes from the noun “*deduction*” which refers to the process of advancing a deductive argument, or going through a process of reasoning that can be reconstructed as a deductive argument. A *deductive argument* is an argument in which it is thought that the premises provide a *guarantee* of the truth of the conclusion. In a deductive argument, the premises are intended to provide support for the conclusion that is so strong that, if the premises are true, it would be *impossible* for the conclusion to be false (Kenneth R, 2000).

a) The main characteristics of a deductive approach are:

- It always begins with the hypothesis: leads to predictions

- It proceeds from the general to the specific
- It's an approach of verification.

Knowing all this important details about deductive approach, it can be said that the deductive approach represents a more traditional style of teaching in which the grammatical structures or rules are dictated to the students first (Rivers and Temperley 110). Therefore, the students learn the rule and apply it only after they have been introduced to the rule. For example, if the structure to be presented is the present perfect, the teacher would begin the lesson by saying, "Today we are going to learn how to use the present perfect structure". Then, the rules of the present perfect structure would be outlined and the students would complete exercises, in a number of ways, to practice using the structure. (Goner, Phillips, and Walters 135) In this approach, the teacher is the center of the class and is responsible for all of the presentation and explanation of the new material.

2- The Grammar-Translation Method

The grammar translation method to language teaching was congruent with the view of faculty psychologists that mental discipline was essential for strengthening the powers of the mind (Mary Smith). Originally used to teach *Latin* and *Greek*, this method was applied to the teaching of modern languages in the late nineteenth and early twentieth centuries. In the early 1500s, Latin was the most widely-studied foreign language due to its prominence in government, academia, and business. However, during the course of the century the use of Latin decreased, and it was gradually replaced by English, French, and Italian. After the decline of Latin, the purpose of learning it in schools changed. Whereas previously students had learned Latin for the purpose of communication, it came to be learned as a purely academic subject. At first, it was believed that teaching modern languages was not useful for the development of mental discipline and thus they were left out of the curriculum.

Ahn & Ollendorf express when modern languages did begin to appear in school curriculums in the 19th century, teachers taught them with the same grammar-translation method as was used for classical Latin and Greek. As a result, textbooks were essentially copied for the modern language classroom. In the United States of America, the basic foundations of this method were used in most high school and college foreign language classrooms. Its purpose was to enable students to “explore the depths of great literature” while helping them understand their native language better through extensive analysis of the grammar of the target language and translation.

According to Richards and Rodgers (2001), there is virtually no practice of spoken language, and the little oral practice that is in evidence consists of reading aloud. There is no personalization or contextualization of the lesson to relate to the student’s experience, no pair or group interaction for communicative practice, no concern for the teaching of cultural awareness, at least at on an everyday level. Affective concern seems to be nonexistent, as students are clearly in a defensive leaning environment where right answers are expected. The only thing that can be said is that there is a concern for accuracy, but this concern is so prevalent as to prevent students from creating with the language or venturing to express their own thoughts. In addition, it is during creative language practice that the most informative error-correction feedback can be given, since this type of practice allows students to try out their hypotheses about the target language in a natural way.

The lack of orientation towards proficiency goals is the most obvious drawback of this method, at least as it is traditionally described. The meticulous detail of the grammar explanations, the long written exercises, the lengthy vocabulary lists, and the academic form of language presented in the readings render language learning both strenuous and boring.

a) Major Characteristics: The Grammar –Translation Method

According to Terrell (2010) the major characteristics are presented below

- Students first learned the rules of grammar and bilingual lists of vocabulary pertaining to the reading or readings of the lesson. Grammar was learned

deductively by means of long and elaborate explanation. All rules were learned with their exceptions and irregularities explained in grammatical terms.

- Once rules and vocabulary were learned, prescriptions for translating the exercises that followed the grammar explanations were given.
- Comprehension of the rules and readings was tested via translation (target language to native language and vice versa). Students had learned the language if they could translate the passages well.
- The native and target language were constantly compared. The goal of instruction was to convert the L1 into L2 and vice versa, using a dictionary if necessary.
- There were very few opportunities for listening and speaking practice (with the exception of reading passages and sentences aloud), since the method concentrated on reading and translation exercises. Much of the class time was devoted to talking about the language; virtually no time was spent talking in the language.

Richards and Rodgers (2001) present some advantages and disadvantages that are presented below

b) Advantages: The Grammar-Translation Method

- Focus on grammar, sentence structure and word meanings. Unlike a verbal approach to language learning, GTM focuses on the application of grammar and correct sentence structure. This is especially helpful in teaching students how to write and read in another language, allowing them to explore interchangeable words and phrases more effectively than a verbal teaching method.
- Less involvement of teachers. Resources for GTM are easier to come by than other approaches and generally require less teacher involvement. Class activities or learning games are rarely necessary, as students are translating text to another language directly.

- Teachers who are not fluent in English can teach English using this approach, as the emphasis is not on the spoken word but on translations. Communication between student and teacher is reduced with this method, which avoids misunderstandings and prevents language barriers that may occur in a method that focuses on teacher-student communication or verbal language learning.

c) Disadvantages: The Grammar-Translation Method

- Learner motivation and participation. The GTM approach involves no learner participation and little teacher-student relationship. Students are required to learn from a textbook and use the same method throughout their learning. Furthermore, the method does not require students to participate in any activities or communicate with each other, so they will not learn how to use the language in a real-life conversation or situation and will only know how to translate from one language to another.
- Unnatural and inaccurate pronunciation. As children, people generally learn how to speak before they learn how to write and read. In the GTM approach, this natural learning method is reversed. Students are only taught how to read and write the language. This can affect how they learn to speak the learnt language. The mere application of grammar and sentence structure cannot adequately prepare them for realistic conversations or verbal communication, as no emphasis is given to spoken language in the GTM approach.
- Translations may also be inaccurate, as it is not always possible to simply translate one word or phrase accurately to another language.

d) Activities for a class using Grammar-Translation Method

- Fill in the blanks. Students are given a series of sentences with words missing.
- Translation of a literary passage. Students translate a reading passage from the target language into their native language.
- Reading comprehension questions. Students answer questions in the target language based on their understanding of the reading passage.
- Antonym-synonyms. Students are given one set of words and are asked to find antonyms in the reading passage.

3- Error Correction Method

The error correction method is based on the idea that learners can produce language that is not exactly the language used by native speakers and all native speakers make mistakes, or have a “performance lapse” Brow, H.D. (2007). When learning a second language it is natural for students in their knowledge make mistakes as part of the learning process. At first glance these two terms seem interchangeable, but in fact they are quite different from each other according to Brown, H.D (2007). They most of the time use the language which is found in textbooks, the University of Washington proposes some of these differences between native and ESL students “some of the differences are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts” (The National Capital Language Resource Center 2004). Students can acquire the language and speak the language; however, they present difficulties at the time of selecting the proper choice of language in different environments; they sometimes use the same vocabulary no matter the context they are. Another difference between these two types of speakers is that they confuse vocabulary; they may use wrong words in some cases, which may cause misunderstanding in communication of their native language to the target language.

Depending on the similar or contrasting characteristic of these languages this may or may not be a successful strategy for the student. "In the beginning stages of learning a second language (negative) interlingual transfer is a significant source of mistakes as the

native language is the only previous linguistic system upon which the learner can draw." Brown, H.D (2007). An example of this would be students applying their L1 grammar structure to the target language. Research tends to indicate that three types of mistakes should be addressed: high frequency mistakes, stigmatizing mistakes and mistakes that block meaning or the understanding by the listener. We might add another, mistakes in using the target language of the lesson. Research seems to indicate that the most effective ways to deal with mistakes and offer corrections include when hearing a mistake, speak the corrected statement, listen for mistakes and make a general review of those, and at the end of the activity segment encourage peer correction.

"A mistakes reflects the competence of the learner."According to Brown, H.D. (2007), "While mistakes can be self-corrected" and "an error cannot be self-corrected." Student mistakes are an inevitable part of their learning process and need to be treated as a teachable moment. Correct the student personally. Some teachers always need to be careful of the balance between fluency and accuracy. There is a tension between fluency and accuracy where too much desire or struggle for accuracy denies student's fluency. Too much emphasis on fluency can result in spoken gibberish that follows no rules at all. Teachers need to stay tuned in to how their students are doing and attempt to keep a good balance of fluency vs. accuracy in the classroom. This is not an easy task but generally, it is better to err on the side of fluency in a speaking or conversation class. In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. It's up to the teacher to discern when to correct or not correct the student. One of the criterions when deciding when to correct student mistake is whether the mistake is global or local.

A local mistake, at the discretion of the teacher, can often be overlooked for the greater good of the students learning process. This is because "Local mistake do not prevent the message from being heard, usually because there is only a minor violation of one segment of a sentence, allowing the hearer/reader to make an accurate guess about the intended

meaning." As Brown, H.D (2007) said. On the other hand when a student makes a global error, this is probably an error that should be corrected. According to Brown, H.D (2007), "global errors hinder communication; they prevent the hearer from comprehending some aspect of the message". The student is trying to convey.

a) Major Characteristics: Error Correction

- It is the learner who determines what the input is. The teacher can present a linguistic form, but this is not necessarily the input, but simply what is available to be learned.
- Keeping the above point in mind, learners' needs should be considered when teachers/linguists plan their syllabuses.
- Errors are significant in three ways: to the teacher: they show a student's progress, to the researcher: they show how a language is acquired, what strategies the learner uses, to the learner: he can learn from these errors.
- When a learner has made an error, the most efficient way to teach him the correct form is not by simply giving it to him, but by letting him discover it and test different hypotheses.
- Many errors are due to that the learner uses structures from his native language.

Chandler (2003) and Truscott (1996), present some advantages and disadvantages that are presented below:

b) Advantages: Error Correction

There is an improvement in the accuracy of the students who received error correction than of those who did not.

- A study done by Chandler (2003) showed that students who received error correction improved in L2 accuracy over time.

c) Disadvantages: Error Correction

- Truscott (1996) argued that error correction in L2 writing classes should be abandoned. He supports this view with an extensive review of past study that demonstrates error correction to be ineffective and unhelpful.

d) Activities for a class using Error Correction

1	Oral presentations	4	Role plays
2	Production of sentences or	5	Fill in the blank
3	paragraph		

4- The Inductive Approach

It's necessary to know first the meaning of inductive. It comes from the word "induction" that refers to the process of advancing an inductive argument, or making use of reasoning that can be reconstructed as an inductive argument. An *inductive argument* is an argument in which it is thought that the premises provide reasons supporting the *probable* truth of the conclusion. Here the premises are intended only to be so strong that, if they are true, then it is *unlikely* that the conclusion is false. Kenneth R (2000).

The main characteristics of the inductive approach are:

- Begins with observations: leads to hypothesis.
- Proceeds from the specific to the general.
- An approach of discovery.

Now that we know where the inductive approach comes from we have to know that it represents a more modern style of teaching where the new grammatical structures or rules are presented to the students in a real language context (Goner, Phillips, and Walters 135). The students learn the use of the structure through practice of the language in context, and later realize the rules from the practical examples. For example, if the structure to be

presented is the comparative form, the teacher would begin the lesson by making a drawing on the board and saying, "This is Jim. He is tall." Then, the teacher would make another drawing next to the first one saying, "This is Bill. He is taller than Jim." The teacher would then provide many examples using students and items from the classroom, famous people, or others, to help students understand the use of the structure. The students repeat after the teacher, and eventually they will practice the structures in groups or pairs. (Goner, Phillips, and Walters 135-136) With this approach, the teacher's role is to provide meaningful contexts to encourage demonstration of the rule, while the students infer the rules from the examples and continue practicing (Rivers and Temperley 110).

In both approaches, the students practice and apply the use of the grammatical structure, yet, there are advantages and disadvantages to each in the EFL/ESL classroom. The deductive approach can be effective with students of a higher level, who already know the basic structures of the language, or with students who are accustomed to a very traditional style of learning and expect grammatical presentations (Goner, Philips, and Walters 134). The deductive approach, however, is less suitable for lower level language students, for presenting grammatical structures that are complex in both form and meaning, and for classrooms with younger learners (Goner, Philips, and Walters 134).

The advantages of the inductive approach are that students can focus on the use of the language without being held back by grammatical terminology and rules that can inhibit fluency. The inductive approach also promotes increased student participation and practice of the target language in the classroom, in meaningful contexts. The use of the inductive approach has been noted for its success in EFL/ESL classrooms world-wide, but its disadvantage is that it is sometimes difficult for students who expect a more traditional style of teaching to induce the language rules from context. Understanding the disadvantages and advantages of both approaches, may help the teacher to vary and organize the EFL/ESL lesson, in order to keep classes interesting and motivating for the students (Goner, Philips, and Walters 129).

5- Presentation, Practice and Produce Model (PPP)

As its name suggests, this method is divided into three stages. A variation on Audio-lingualism in British-based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production. In this procedure the teacher introduces a situation which contextualizes the language to be taught. The students now practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills. The PPP method came under a sustained attack in the 1990s. Michael Lewis suggested that PPP was inadequate because it reflected neither the nature of language nor the nature of learning. Jim Scrivener advanced what is perhaps the most worrying aspect of PPP, the fact that it only describes one kind of lesson; it is inadequate as a general proposal concerning approaches to language in the classroom. According to Jeremy Harmer (2009), the PPP is a method that is widely used in teaching simple language at lower levels. Furthermore, many modern course books contain examples of PPP lessons which have retained elements of structural-situation methodology and audio-lingualism. Harmer adds that there is a general consensus that PPP is just one method among many, not taking into consideration other ways of learning. It is very learning-based and takes little account of students' acquisition abilities. Presentation, Practice and Produce is a method for teaching grammar structure or vocabulary in a foreign language.

a) Major Characteristics: Presentation-Practice and Produce.

- **Presentation:** This stage is controlled by the teacher; it involves presenting the target language (the language to be taught to the students) to the students generally through eliciting to see if they know it and providing the language if no one does. The target language is usually written on the board either in grammar structure or scramble way. It is also during this stage that the teacher explains the new vocabulary including both meaning and form, and how to say and write it correctly.

- Practice: the purpose of this stage is to help students use the new language that teacher has just explained to them. The teacher can ask the students to produce sentences or answer questions that demonstrate they understand how to use the language correctly. During this stage students practice saying or writing the language structure correctly. Typical practice activities include drills, multiple-choice exercises, gap-and-cue exercises, transformations etc. In this phase, the teacher's role is to direct the activities, to provide positive feedback to students, correct mistakes and model the correct forms.
- Produce: is the stage of the lesson where the students take the target language and use it in conversations that they structure, and use it to talk about themselves or their daily lives or situations. When the students have completely mastered the form and have learnt how to produce it without mistakes in controlled exercises, they can move on to the production phase. In this phase, they use the newly learnt language structure to produce oral or written texts. Typical production activities include dialogues, oral presentations, and the production of sentences, paragraphs or longer texts. The teacher does not generally intervene or correct in this phase: after all, the students should not make mistakes by now. If mistakes are made, they are pointed out after the exercise has finished.

b) Advantages: Presentation, Practice and Produce Method

- Language is practiced in a safe environment where it's difficult to make errors.
- The PPP method is relatively straight forward, and structured enough to be easily understood by both students and new or emerging teachers. It is a good place to start in terms of applying good communicative language teaching in the classroom.

c) Disadvantages: Presentation, Practice and Produce Method

- The production stages do not necessarily involve real communication.

- It is very controlled and can be teacher-centered.

d) Activities for a class using Presentation, Practice and Produce (PPP)

- Drill
- Dialogues
- Oral presentations
- Production of sentences or paragraph
- Role plays
- Debates
- Quizzes

6- Consciousness-Raising Method

Consciousness is the quality or state of being aware of an external object or something within oneself. It has been defined as: subjectivity, awareness, sentience, the ability to experience or to feel, wakefulness, having a sense of selfhood, and the executive control system of the mind (Eric Kloss, 2000). Despite the difficulty in definition, many philosophers believe that there is a broadly shared underlying intuition about what consciousness is. As Max Velmans and Susan Schneider wrote in *The Blackwell Companion to Consciousness* "Anything that we are aware of at a given moment forms part of our consciousness, making conscious experience at once the most familiar and most mysterious aspect of our lives."

One can explicitly call attention to a grammatical feature and, if necessary, even articulate an informal pedagogical 'rule' as an instructional aid; one can implicitly call attention to a grammatical feature through calculated exposure of the learner to crucial preselected data; and one can choose to ignore a grammatical feature altogether, thus neither suppressing it nor giving it prominence." (Hiroko Fukuda 2009),

- a) Advantages: Consciousness Raising Method

If the goal of a class is to teach the present perfect, then the most logical way to do it might be to present it, practice it, and then produce it in a freer manner (PPP). This is one type of grammar teaching, and should not be discarded by any means. However, as mentioned above, consciousness-raising tasks help to build other types of knowledge besides knowing because your high school teacher told it to you. Here are some reasons to use CR tasks suggested by Hiroko Fukuda in 2009:

1- CR tasks build implicit as well as explicit knowledge. Traditional grammar instruction is focused on explicit knowledge of rules and features, whereas communicative language teaching tends to eschew rules in favor of practice in communicative use, which builds implicit knowledge. CR tasks allow learners to make assumptions and see examples of forms, building implicit knowledge, and then to form rules from the patterns, which builds explicit knowledge.

2- CR tasks work for learners with different learning styles and intelligences. Not everyone responds well to a teacher-fronted lesson in the PPP format. Many learners switch off as soon as the teacher starts talking, or may passively receive information and give appropriate answers without actually processing anything. If the rules are student-generated, then it is par for the course that they are more likely to be remembered and understood.

3- CR tasks present grammar in context. Although CLT does provide a context, it is generally created by the learners themselves. Traditional grammar - and indeed many textbooks organized on CLT principles - present grammar as isolated sentences. Context allows learners to see what other forms typically appear with the TS, and how these forms interact.

4- CR tasks present authentic language. Examples can be taken from the internet, for example, providing they are appropriate for the level of the students. Even the best textbooks tend to include inauthentic sentences we would not normally use.

5- CR tasks can present a large amount of input. What EFL learners in particular lack is input. Rather than single sentences, CR tasks can be used to give a larger amount of input and get students used to understanding English in more substantial texts. Japanese high

school graduates, for example, are often intimidated by texts longer than a few lines. CR tasks provide fluency reading practice.

6- CR tasks encourage cooperative learning. Rather than individually processing grammatical forms, and then producing them together, learners work together cooperatively to process the language.

7- CR tasks are interesting and fun. Texts can be newspaper articles, gossip columns, horoscopes, even transcripts of on-line chats.

8- CR tasks lower the affective filter. A teacher-fronted classroom can be a relaxing, familiar environment, but many learners do not have fond memories of language classes. Allowing students free reign to work without teacher interference may well make learners feel more relaxed.

9- It is easy for learners to prepare their own CR tasks. Students can find examples of the grammar using search engines and use set questions to make assumptions. Equally, student-generated texts can be used to help cement knowledge.

10- Skills learnt in CR tasks can be used outside the classroom. Essentially, CR presents a way of analyzing language. It can be applied in any situation; learners simply need enough examples of the target structure.

b) Disadvantages: Consciousness Raising Method

Learners produce two kinds of errors like for example developmental errors: which is when learners attempt to transfer aspects of their first language to learning their second one. Developmental errors are regarded as natural and similar to errors children make when learning their first language. However, CR tasks can provoke overgeneralization. Overgeneralization errors, for example, occur when learners meet high frequency presentations of the present continuous and then start over using it out of context, Lightbown and Spada (1996).

Consciousness Raising tasks may not suit all learning styles, considering field dependence (FD) and field independence (FI) in relation to learners' cognitive styles. Those orientated towards FI are better at distinguishing shapes or patterns in pictures; they are the people who can 'see the monkeys in the trees.' Therefore, FI orientated learners are at an advantage with academic tasks and might have a natural preference for CR tasks. Lightbown and Spada in 1996 and Morley (2012) present some common disadvantages for consciousness raising that are presented below:

- CR tasks may disadvantage FD (field dependence) learners because task design pushes them to process language in ways learners tend to be more dependent on environmental or contextual clues, since they are taught based just under these kinds of situations (Morley 2012).
- Too much difficulty with lower level learners may overload them so they not only fail to notice new language items but also fail to perform as well as they might have on a non CR task.
- The use of highlighting strategies (highlighting, color-coding or boldfacing parts of a text) may obscure more subtle aspects of language and inadvertently hold learners back. This dichotomy is clearly evident throughout CR task design as teachers can isolate, focus and simplify parts of a message in order to help learners notice it, while simultaneously exercising high levels of control over what is attended to.
- CR tasks, as with any other task types, can potentially create negative learning experiences when learners are asked to attempt tasks beyond their capabilities. Mismatching task to ability can create self-doubts about language competencies; therefore, teachers need to design or critically select appropriately graded tasks and materials.
- Another potential negative aspect of task design is requiring learners to focus on specific items, for example, past tense of regular verbs. This controlled focus might cause learners to be more self-conscious and inhibited in their language production, which interferes with subconscious language knowledge, (Morley 2012)

c) Activities for a class using Consciousness Raising

For a better understanding how consciousness raising works, let's take a view of one example about how an activity where consciousness raising is present in real situations works. Remember that CR can be used in all levels for the reason that one of the objectives for this technique is grammar awareness from learners.

1. The aim for this stage is for learners to match texts to the most likely picture. Show learners pictures of an adult and child with the accompanying strips of text: go to school, goes to work, be afraid of the dark, rides a motorbike, get pocket money, travels abroad etc.
2. Learners order their text slips under the headings 'past' and 'now.' Ask learners when the activities took place, in the past or now, and whether or not they occurred often.
3. Learners then make similar lists about themselves and then in pairs take turns to decide whether the partner's activities are true for the past or present.
4. Use the results from learners' lists about themselves to model a report about a volunteer, for example, Ploy used to live in Chaing Mai. She used to like pizza, she used to have a cat, she lives in Bangkok, she learns English on Saturdays.
5. On the board, show a half completed rule for 'Used to,' such as: 'We use "used to..." to talk about...'
 1. Things still true now
 2. Things that happened once or twice in the past
 3. Things that happened regularly in the past
 4. Things that happen regularly now

Learners choose the correct version and write their own summary for talking about frequent past and present events.

Learners then go on to work in 3s and tell the new partner about each other by using ‘used to...’

There are various opportunities for moving towards consolidation stages, one option would be to work online with a class blog for learners to write about each other or look up the biography of someone they are interested in. Each time they type ‘used to’ learners would use different color fonts to highlight the item. Completed blogs could then form the basis of a class quiz in the next lesson, for example, with true or false items such as ‘Ploy used to live in Chaing Mai,’

To conclude, consciousness-raising tasks are ideal for EFL learners because they provide input and grammar in context. They allow students to make their own assumptions about how English works and confirm them with their peers. As long as the students are not prevented from using the L1, all levels can gain something from CR. As long as CR takes place within a balanced focus-on-form program, using a variety of types of learning, students will potentially find these types of tasks illuminating and motivating in a way that traditional grammar exercises are not.

3- Description of classes observed.

Analysis of the classes observed

There were four classes observed by the researchers; every class are evaluated in the next tables. These tables present some principles of some methods to keep track if the teachers applied those principles in their classes. In this charts are represented 4 methods; however, during the ethnographical research were found more than this 4 ones. The ones that predominate are presented in the charts.

Most of the time each teacher started the class with an introductory activity; for example, presenting pictures which students explained. These activities were guided by the teacher. Then the teacher presented rules for the topic under study and at the same time gives the explanation when, how and why the rules are applied. For explanation to be

clearer, some other visual aids were used such as videos and PowerPoint presentations and text books. Following there is a chart showing what students did in class. Researchers observed during four weeks four different groups of classes. A brief description of these classes are presented below.

a) Group Class 1

When teacher arrived he immediately got into the presentation phase. He first made an introductory activity as a warm-up. This activity was intended to get students' attention and interest in the topic. All students seemed to be enjoying this activity and all of them participate actively in it. After this short activity the teacher made an introduction to the topic but without letting them know all details about it. Then he suggested some ideas about the new topic and wrote them on the board, so all students were able to see them. After his ideas were completed, he encouraged some students to write their own ideas. With these ideas the teacher moved on to the practice stage by giving students the opportunity to practice the new structure, so they could use what they had learnt.

Meanwhile, students were working on their sentences, the teacher was monitoring the whole class and correcting all their mistakes. Once the sentences were on the board, the teacher decided to use a choral drill activity, asking students repeat the sentences and helping them with any pronunciation problem. At this point students already had an idea about the topic, so it was time for the teacher to explain the grammatical use of the new structure referring to the present continues and its function. After the teacher explained the rules he asked some questions to check whether they had understood the use of the structure or not. Teacher took some time to answer students' questions, clear their doubts and practice with them. Once they had practiced the present continue, the teacher got into the production phase focusing on fluency. What the teacher used for this was an activity in which the students had to complete a weekly schedule with some arrangements and activities of their own using what they had learnt. Then, students worked in pairs asking about what they had written, making corrections (by themselves) and writing new sentences.

Method	Principle	Yes	No	Sometimes
Presentation	The teacher presents new words or structures, gives examples, writes them on the board, etc.	x		
Practice	Students practice using words or structures in a controlled way, making sentences from prompts, asking and answering questions, giving sentences based on a picture. Practice can be oral or written.	x		
Production	Students use language they have learnt to express themselves more freely, to talk or write about their own lives and interests, to express opinions, or imagine themselves in different situations. Like practice, production can be oral or written.	x		

Presentation, Practice and Production:

Here the teacher used the PPP method. In the presentation phase he used two basic steps; first there was an introductory activity as a warm-up. This activity was intended to raise students' interest in the topic. After getting students' attention, the teacher made an introduction to the topic. Then, he suggested some ideas about it and wrote them on the board and encouraged some students to write their ideas. During the practice stage, the teacher provided opportunity for students to practice the learnt structure in a controlled way. Students got the chance to use what they had learnt meanwhile they monitored and with mistakes corrected. After this, the teacher decided to use a choral drill activity, asking students repeat the sentences on board and helped them with any pronunciation problem.

Then the teacher explained the grammatical use of the new language referring the present continues and its function. The teacher started to ask some questions to check whether they had understood the use of the structure or not. Once students had practiced the present continues, the teacher started with the production stage focusing on fluency. Teacher gave students a blank weekly schedule to complete with some appointments and activities of their own. Then, the students worked in pairs asking about what they had written, making corrections and writing new sentences.

b) Group class 2

At the beginning of the class the teacher made a review of previous topic (Risky situations); students worked in pairs in the topic under study. This was an oral activity in which they were supposed to talk about a risky situation they had faced and shared with their partners, but after 3 minutes they had to switch partners. Then some students shared the risky situations with the whole class and the teacher corrected their mistakes when they committed. In the class the teacher gave some examples of the use of the auxiliary “could and could not (couldn’t)” after that the students used that structure and made their own sentences at the time of speaking. Students listened to a conversation and then the teacher asked some questions about the structure in the activity. Students made sentences and shared with the class, and if there was a mistake the teacher corrected the sentences immediately. Students wrote sentences using could and could not structure in affirmative and negative form; the teacher asked for some volunteers to read their sentences. Teacher provided some examples using new structure might and might not; but before explaining the new structure, she asked the students to write their own sentences.

Method	Principle	Yes	No	Sometimes
Error correction	Students speak about one topic in specific and when the teacher hears a mistakes, takes notes and at the end makes a general review and corrects the statements.	x		

Error correction	Teacher writes a suitable number of examples on the board.	x		
Error correction	Ask pairs to start correcting the sentences then after just some minutes or so, writes hints on the board.	x		
Error correction	Choose three of the structures and asks students to make up their own corrections examples and share with their partners.	x		
Error correction	Repeats statement number 4 with different structures each time and provides examples for each structure.	x		

The method used by the teacher was Error Correction Method. One of its characteristics is that students speak about a specific topic and when teacher hears a mistake takes notes and at the end makes a general review and corrects the statements. In one class a teacher made a review of previous class and gave the topic (Risky situations); students were able to express their own ideas regarding this topic and when teacher heard a mistake it was corrected at the moment.

The feedback provided by the teacher was given as soon as the mistake was made. Students did not seem to be uncomfortable (or frightened) by the correction of the teacher; in fact, they spoke more and tried to say the correct form and continue expressing their ideas. This class was very active because students made oral presentations even though they made mistakes.

c) Group class 3

The class started with an oral activity. Some students were asked to pass in front of the class to talk about the homework assigned which was to bring a medicinal plant. This

activity lasted around ten minutes in order that most of the students could talk about their plants. The topic studied for this lesson was called Emotional World of Plants. After the oral activity students listened to a conversation related to the topic studied; then students had to talk, discuss some questions regarding to the listening. The third activity was a reading; students had to read an article which was about plants. Even though it was a reading, the teacher always oriented the activity in a way the students could practice their oral skill.

In the next activity students had to interview a classmate; the questionnaire was provided by the teacher; they had to stand up and mingle around the classroom in order to ask as many questions as their classmates could answer. After that, they shared the answers that they got. During this activity some students made some oral mistakes, the teacher took advantage of that and provided feedback when a mistake was made. The grammar focus for this lesson was Nouns and Verbs. The teacher explained the grammar structure and the rules about the topic. At the end of the class, the teacher presented a paragraph where the students had to put into practice everything that they had learnt. This paragraph included some new vocabulary for most of the students; the teacher did not give the meaning of the new vocabulary directly, instead of that he created situations where this new vocabulary was applied in order for the students to understand the meaning of each word.

Method	Principle	Yes	No	Sometime
Presentation	The teacher presents new words or structures, gives examples, writes them on the board, etc.	X		
Practice	Students practice using words or structures in a controlled way, making	X		

	sentences form prompts, asking and answering questions, giving sentences based on a picture. Practice can be oral or written.			
Produce	Students use language they have learnt to express themselves more freely, to talk or write about their own lives and interests, to express opinions, or imagine themselves in different situations. Like practice, production can be oral or written.	X		

The method used by the teacher was PPP (Presentation Practice and Produce). One of its principles is that the teacher presents new words or structure, gives examples, writes them on the board. In one class the topic was Plants; the vocabulary was new for the students, the teacher tried to explain the meaning of the new vocabulary by giving some oral examples. Students were able to get the meaning. After that students could give some examples with the new vocabulary without teacher’s help. This group of students did like to participate orally. Even though they made mistakes or they could not express their ideas clearly, they talked about the topic studied. The feedback provided by the teacher was given as soon as the mistake was made. Students were not intimidated by the correction of the teacher; in fact, they spoke more and tried to say the correct form.

The three principles of the PPP were applied in every class:

- Presentation: when the classes started, the teacher explained the topic which was going to be studied and helped students get familiar with the new vocabulary.

- Practice: students put into practice the new vocabulary taught and the new grammar structure learnt. Most of the time they did it orally, which at the end presented good results.
- Produce: every day the students finished the class with an oral activity putting into practice everything learnt in the class.

d) Group class 4

The class started with a power point presentation related to extreme sports; the teacher used these pictures so that students could speak as if they had faced that situation once. Students had time to explain their risky situation while teacher could hear their oral presentations and when students finished talking the teacher provided some feedback. After that the next exercise was in the book and it was a reading activity. The students had to read an article about people facing risky situations, and they were asked to work in pairs in an oral activity discussing what they had read. After that, they completed the grammar exercises in the book and then the teacher asked randomly for the answers. To continue with the class the students were asked to see to the board where the teacher had written some grammar structures about the use of could, can, may, might. Students had to complete a guideline; after that they shared their answers in front of the class, and at the end the teacher gave the correct answer for the structure.

After completing all the exercises with students, the teacher explained some rules applying the use of grammar structure under study and then she reviewed the exercises so students could see if the grammar rules were applied in the sentences. The class finished completing the rest of exercises in the book.

Method	Principle	Yes	No	Sometimes
Consciousness	Learners are provided with data which illustrate the targeted feature, and an	x		

	explicit rule description or explanation.			
Presentation	The teacher presents new words or structures, gives examples and write them on the board, etc.	x		
Practice	Students practice using words or structures in a controlled way, making sentences form prompts, asking and answering questions, giving sentences based on a picture. Practice can be oral or written.	x		
Production	Students use language they have learnt to express themselves more freely, to talk or write about their own lives and interests, to express opinions, or imagine themselves in different situations. Can be oral or written.	x		

Presentation

The teacher presents new words with the help of a projector. First presented some sample sentences where the new word is used, then let students guess what the meaning of the word is and then the teacher asks them what is the right meaning of the new word and ask them to use the word in a sentence just to check if they have understood the meaning.

Practice

After presenting the new vocabulary and new structures, the teacher asks students to put in practice the new structures and words; in some cases asks them to practice conversations in

pair and in other cases, to complete exercises that are in their books. After that students have to share their answers with the rest of the class so they can compare their answer and at the same time check if they are correct.

Production

Students use language they have learnt to express themselves more freely, to talk or write about their own lives and interests, to express opinions, or imagine themselves in different situations. This can be done either orally or written.

According to the results the researchers were able to see that in three out of four groups observed, the method Presentation, Practice and Produce was the most applied by the teachers to teach grammar in their classes. There were two specific groups in which this method was applied step by step according to what experts say in previous researches. One of the other teachers applies the same method (presentation, practice and produce) but combined with the Consciousness Raising method. The teacher sometimes gave some examples about the rules when and how applied them; and then the rules were explained. The last teacher applied the method Error Correction; the class was developed just with that method, checking mistakes students were making and correcting them. Through the findings of these classes observed, the researchers have the idea that the method most commonly used in the Advanced English 1 classes was Presentation, Practice and Produce. This can be affirmed because in the majority of the classes the teachers applied it either combined with another method or by itself.

Even when linguists describe some methods used for teaching grammar, these are not applied in a pure form in the classrooms. Teachers apply different methods' characteristics creating a personalized method. They have knowledge about the methods, but they apply them or develop them as needed during the process of teaching.

VI- Methodology

This chapter provided an overview of the method which is used in this research project. Besides, it introduces the methodological approach and research design used to examine and arrive to the objectives set out at the beginning of this study. It also explain why researchers decided to use the Bibliographical method and the Descriptive method. A

detailed description of the location, the size and specific details about the sample population are provided, as well. The tool used to gather the information is also included in this chapter. It includes an explanation of the development of the process of the data collection and how the data was interpreted.

1- Methods Used

The methods which were used in this research were the Bibliographical and Descriptive method. The Bibliographical method this method is the collection and analysis of an intensive information about an specific topic. A characteristic of this method is that allows researchers to collect new and first hand information. This method was very useful for the recompilation about previous work related to the topic. The second method used was the descriptive method which is used to describe characteristics of a population or group being studied. It answers questions about how, when, why the characteristics occurred. The characteristics used to describe the situation or population are usually some kind of categorical scheme also known as descriptive categories. Descriptive method is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way.

The researchers observed four different group of classes of Advanced English I.

1. The objective was to find out how the class was developed, and determinatethe principles of each methods used there. Each researcher observed one group of class; then they attended to classes and checked in the instrument which of the characteristics were applied by the teacher. All this was done avoiding interrupt the development of the class. They were limited just to observe; teachers and students were known about the investigation in their classes. All this could give a broad picture about what is happening inside the classrooms in Advance English courses in the FLD of University of El Salvador.

This work is divided in two parts; the first part consists on a part of the theoretical framework, which explains what experts say about the methods, it is provided the description, some characteristics, the advantages and disadvantages , and some activities that can be applied in the use of the method. The second part consistson a small field research, which was done to support and compare what experts say concerning methods

and what actually happens in the classrooms of the Foreign Language Department (FLD) of the University of El Salvador.

2. Universe

There were eight groups of Advanced English I, with approximately thirty students per group, making a total of 240 students.

3. Sample Population

The universe was eight groups of English class, but the sample population taken by the researchers were four groups with thirty students in each class, 120 students in total. The groups were chosen by the researchers according to their working schedules. The population was both Modern Languages and English teaching students, since the importance of the study was how the grammar is taught not the major of students. The gender of the participants was irrelevant to this study. In addition, personal information of participants was not included in the study either.

The sample populations for this study were four groups of Advanced English I of the Foreign Languages Department of the University of El Salvador taking the Advanced English I course. According to the ACTFL guidelines: speaking—advanced, 1999 at this level, speakers at the High Advanced level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. Students can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

4. Instrument

The instrument was a guideline developed for observing the classes in Advance I at FLD. The guideline was divided in four main parts, each part containing a method under

investigation. Inside each of these four parts every method was structured according to their main characteristics. All these characteristics were organized in tables in a way that researchers could mark which of the principles are found inside the classroom. In that way the researcher could mark during the field work the principles teachers applied in classes and the ones that did not. Every method was classified in the two main approaches, inductive and deductive approach. All this was analyzed in tables organized by the main principles of each method. The class was considered dominated by a method when it poses more characteristics of a method and was considered a class taught with that specific method although it had characteristics of more methods. Having this information the researchers were able to identify what characteristics were more present in a class and as a result identify which is the method and also the approach teachers in FLD use.

In order to know and to get the most reliable answers, the time for observing the class was four weeks. The four researchers chose one English course, in total four sections were observed (each group had a different teacher); in two hours classes. Once all information was gotten researchers analyzed the results. At the end the principles applied by the teacher in their classes were used to get the conclusion about which method teachers used in class.

VII- Conclusions

- According to the findings in the classes of English Advanced I at Foreign Language Department, the approach teachers used the most was the inductive; since three out of four were applying the Presentation, Practice and Produce and Consciousness Raising methods which are taught through an inductive approach.

- The researchers conclude that in the four courses (Advanced English I) observed the Methods most commonly used to teach grammatical structures were three. The first method is Presentation, Practice and Produce (PPP). This method was applied in three groups. The second method used was Error Correction; this method was applied in one group. And the last method was Consciousness; this method was not applied in its pure form, some principles of this method were applied only in one of the observed groups.
- Another important finding during this research was related to the students' oral participation. In the three groups where the method applied by the teacher was Presentation, Practice and Produce, students participated a lot of times. These groups of students participated even if they did not know the correct answers. As soon as they learnt the grammar structure which was studied, they put it into practice. There were some oral mistakes made by the students, but the teacher in charge of the group always provided feedback (teachers did it at the moment the mistakes occurred).
- In the group where the Error Correction method was applied by the teacher, students' participation was lower than the other three groups observed. Through these findings researchers agreed that using an Inductive approach helped students in their oral performance. Even though their mistakes were point out in front of the class they continued participating.
- According to Chandler (2003) students who receive error correction improved in L2 accuracy over time; however, according to what we observed in one specific group of students, the class where this method was applied students' participation was lower than the other ones. Students were focused in the grammar structure all the time, they did not participate as much as they wanted. Even though students knew what the teacher was talking about, they did not participate because the grammar

structure was not taught yet. As soon as students knew the grammatical structure of the lesson studied, they participated by giving their opinion about the topic but always watching out the grammar function.

- The most common method used in the classrooms was Presentation Practice and Produce; however, most of the time the teacher did not apply the method in the pure form. They used other type of activities that are classified in different methods for teaching grammar. Although, they based their class in PPP it was mixed up with other methods.

VIII- Recommendations

Based on the results of the study, there are some recommendations for future researches. In spite of the fact that the research was carried out successfully, on the road there were some limitations. Some recommendations are presented below in order to avoid

limitations that other researchers can go through if they decided to reproduce a similar work like this

- The most common method used in classrooms was Presentation Practice and Produce, teachers should include more activities that imply other types of methods out of the four presented since not all students understand a topic in the same way. By using sometimes different methods the learning process is better.
- The PPP presents a major oral participation in students so teachers should develop this method in all classrooms to increase the oral participation of students.
- Error correction method should be used less in some classroom; this method seems to decrease oral participation of students. They perform grammatical structures but not oral production.
- Teachers should have methodology in common for all classes. That would represent an organized way to work in the FLD.

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Appendix

Observation Guideline



University of El Salvador
School of Arts and Sciences
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Objective: to gather information in order to find out which methods professors use to teach grammar in Advanced English I courses.

Consciousness

1. There is effort to isolate a specific linguistic feature to focus attention.

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
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2. Learners are provided with data which illustrate the targeted feature and an explicit rule description or explanation.

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
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3. Learners are expected to utilize intellectual effort to understand the targeted feature, using their knowledge to understand the new grammar rules.

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
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4. Misunderstanding or incomplete understanding of the grammatical structure by the learners leads to clarification in the form of further data and description or explanation

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
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5. Learners are required (though not crucial) to articulate the rule describing the grammatical feature.

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
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Error correction

1- Students speak about one topic in specific and when teacher hears an error, takes notes and at the end makes a general review and corrects the statements.

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
------------------------------	-----------------------------	------------------------------------

2- Teacher writes a suitable number of examples on the board.

Yes

No

Sometimes

3- Ask pairs to start correcting the sentences then after just some minutes or so, put hints on the board.

Yes

No

Sometimes

4- Choose three of the structures and ask students to make up their own correct examples and share with their partner.

Yes

No

Sometimes

5- Repeat statement number four with different structures each time and provide examples for each structure.

Yes

No

Sometimes

Grammar translation

1- Students first learn the rules of grammar and bilingual lists of vocabulary related with the reading or readings of the lesson.

Yes

No

Sometimes

2- Introduce all the grammar rules are going to be taught in the class with long explanations, All rules are learned with their exceptions and irregularities explained in grammatical terms.

Yes

No

Sometimes

3- Once rules and vocabulary are learned, prescriptions for translating the exercises that followed the grammar explanations are given.

Yes

No

Sometimes

4- Comprehension of the rules and readings is tested via translation (target language to native language and vice versa). Students learn the language if they translate the passages well, the native and target language are constantly compared. The goal of instruction is to convert the L1 into L2 and vice versa, using a dictionary if necessary.

Yes

No

Sometimes

5- There are very few opportunities for listening and speaking practice (with the exception of reading passages and sentences aloud), since the method concentrates on reading and translation exercises. Much of the class time is devoted to talking about the language; virtually no time is spent talking in the language.

Yes

No

Sometimes

Presentation Practice and Produce

1. Presentation: The teacher presents new words or structures, gives examples, writes them on the board, etc.

Yes

No

Sometimes

2. Practice: Students practice using words or structures in a controlled way, making sentences form prompts, asking and answering questions, giving sentences based on a picture. Practice can be oral or written.

Yes

No

Sometimes

3. Production: Students use language they have learnt to express themselves more freely, to talk or write about their own lives and interests, to express opinions, or imagine themselves in different situations. Like practice, production can be oral or written.

Yes

No

Sometimes

Overall comments

