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**THE IMPACT OF TEACHING ENGLISH GRAMMAR
THROUGH THE USE OF ICT AND THE COMMUNICATIVE APPROACH
AT FEBRES CORDERO HIGH SCHOOL
CUENCA, ECUADOR**

Tesis previa a la obtención del Título del Grado de Magíster

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Barriónuevo 2

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RESUMEN

En la actualidad el uso de los TICs en el campo de la educación se ha convertido en una importante herramienta para motivar a los estudiantes y mejorar el aprendizaje en general. Los TICs han llegado a ser muy populares en los procesos de enseñanza-aprendizaje de idiomas.

Esta tesis investigó el Impacto de la Enseñanza de Gramática de Inglés a través de los TICs comparada con el Método Comunicativo, en el primer año de Bachillerato del Colegio Febres Cordero en Cuenca.

Este estudio involucró un Grupo de Control y uno de Tratamiento (19 estudiantes en el Grupo de Control y 27 estudiantes en el Grupo de Tratamiento). Las clases se impartieron cinco días a la semana y el estudio fue realizado por un periodo de ocho semanas (40 horas por grupo) de lo cual el 25% fue dedicado a enseñar gramática. La recolección de la información se la realizó a través de un pre y post test, un cuestionario, y una entrevista.

Tanto el pre-test como el post-test fueron administrados a los dos grupos, de la misma manera que el cuestionario. La entrevista se la hizo a la profesora a cargo de la enseñanza de los dos métodos.

El análisis cuantitativo de los datos fueron realizados con el SPSS (Statistical Package for the Social Sciences) software y se aplicó el Test Chi cuadrado (Test de Pearson y el Test exacto de Fischer) para determinar la relación, si la hay, entre la efectividad de los TICs en la adquisición de gramática comparada con el Método Comunicativo. Los datos de la entrevista fueron cualitativos y fue analizada subjetivamente por la investigadora.

Los resultados del análisis de los datos demostraron que existe una significancia estadística en la Efectividad de la Enseñanza de Gramática de Inglés a través de los TICs en cuatro variables, y que no encontró en el Método Comunicativo. El cuestionario y la entrevista a la profesora revelaron que los participantes estuvieron altamente motivados trabajando con los TICs y que realmente disfrutaron el tiempo que pasaron en el laboratorio de computación.

Palabras claves: TICs, Communicative Approach, Grammar Competence, Grammar Performance, Communicative Language Teaching.

ABSTRACT

Nowadays the use of ICT (Information Communications Technology) in the educational field has turned out to be an important tool to motivate learners and enhance learning in general. ICT has become very popular in the teaching-learning process of languages.

This thesis investigated The Impact of Teaching English Grammar through ICT and the Communicative Approach in the first year of Bachillerato at Febres Cordero High School in Cuenca.

This study involved one Control Group and one Treatment Group (19 students in Control Group and 27 students in Treatment Group). The classes were held five days a week and the study was conducted over a period of eight weeks (40 hours per group) which 25% was dedicated to teach grammar. Data was collected through a pre and post-test, a questionnaire, and an interview. Both, the pre and the post-test were administered in the two groups, as well as the questionnaire. The interview was with the teacher in charge of teaching through both methods.

The quantitative data analysis was conducted with the SPSS (Statistical Package for the Social Sciences) software and Chi-square Test was used (Pearson's Test and Fischer's exact test) to determine the relationship, if any, between the effectiveness of ICT in grammar acquisition compared with a communicative approach. As the interview data were qualitative, the interview was analyzed subjectively by the researcher.

The results of the data analysis showed that there is statistical significance in the Effectiveness of Teaching English Grammar through ICT in four variables, compared with any variable found in the Communicative Approach. The questionnaire and the teacher's interview revealed that the participants were highly motivated working with ICT and they really enjoyed the time they spent in the Compu-lab.

Key Words: ICT, Communicative Approach, Grammar Competence, Grammar Performance, Communicative Language Teaching

DEDICATORY

To: Tamya
my daughter Tamya
has bringing the rain to
my garden
making the flowers grow and blossom,
burst into color
and flourish in the
damp soil
until the garden is overflowing
with new life
a new generation
taking root, budding, spreading
their aroma throughout the diversity
of my renewed life.

CONTENTS

ABSTRACT.....	5
DEDICATORY.....	6
CHAPTER I INTRODUCTION	
1.1 Background and Justification.....	11
1.2 Problem Statement.....	14
1.3 Research questions.....	15
1.4 Aim and Objectives.....	15
1.5 Hypothesis.....	15
CHAPTER II LITERATURE REVIEW	
2.1. Grammar Teaching.....	17
2.2. Communicative Competence.....	20
2.3. The Communicative Approach for Language Acquisition.....	23
2.4. ICT.....	27
2.5. Technology and Motivation.....	31
2.6. ICT and Grammar Teaching.....	33
2.7. Grammar Learning and Teaching the Communicative Approach.....	34
2.8. Concluding Remarks	36
CHAPTER III RESEARCH METHODOLOGY	
3.1. Method.....	41
3.2. Research Objective One: to analyze the advantages and disadvantages of Teaching English Grammar through ICT and the Communicative Approach.	
3.2.1. Sample population.....	42
3.2.2. Application of the methods.....	44
3.2.3. Research Instrument.....	48
3.2.4. Validity.....	50
3.2.5. Reliability.....	52
3.3. Research Objective Two: to provide an overview of teacher´s attitudes to grammar and methods they use for grammar instruction	
3.3.1. Interview.....	54
3.4. Research Objective Three: to compare and contrast experiences of students who learned English Grammar through the use of ICT with students who learned it through the Communicative Approach.	
3.4.1. Survey study.....	55

3.5. Limitation of the study.....	55
CHAPTER IV RESULTS	
4.1. Research Objective One.....	57
Table 1 Statistical Significance of Pre and Post –Test. Verbs in Present Continuous.....	58
Figure 1. Percentage Comparison of Achievement by Group in Pre-test and Post-Test. Verbs in Present Continuous	59
Table 2. Statistical Significance of Pre and Post –Test. Verbs in Simple Present.....	59
Figure 2. Percentage Comparison of Achievement by Group in Pre-test and Post-Test. Verbs in Simple Present.....	60
Table 3. Statistical Significance of Pre and Post –Test . The use of Simple Present or Present Continuous	61
Figure 3. Percentage Comparison of Achievement by Group in Pre-test and Post-Test. The use of Simple Present or Present Continuous	61
Table 4. Statistical Significance of Pre and Post –Test. Negative Sentences Simple Present or Present Continuous	62
Figure 4. Percentage Comparison of Achievement by Group in Pre-test and Post-Test. Negative Sentences Simple Present or Present Continuous	63
Table 5. Statistical Significance of Pre and Post –Test Question Form Simple Present or Present Continuous	63
Figure 5. Percentage Comparison of Achievement by Group in Pre-test and Post-Test. Questions Form Simple Present or Present Continuous.....	64
Table 6. Statistical Significance of Pre and Post –Test Complete Sentences Simple Present or Present Continuous	65
Figure 6. Percentage Comparison of Achievement by Group in Pre-test and Post-Test. Complete sentences Simple Present or Present Continuous	65
Table 7. Statistical Significance of Pre and Post –Test Verbs in Past Simple....	66
Figure 7. Percentage Comparison of Achievement by Group in Pre-test and Post-Test. Verbs in Past Simple	66
Table 8. Statistical Significance of Pre and Post –Test Affirmative Sentences...	67
Figure 8. Percentage Comparison of Achievement by Group in Pre-test and Post-Test. Affirmative Sentences	67
Table 9. Statistical Significance of Pre and Post –Test. Negative Sentences ...	68
Figure 9. Percentage Comparison of Achievement by Group in Pre-test and Post-Test. Negative Sentences	68
Table 10. Statistical Significance of Pre and Post –Test Question form. Put in the right order	69

Figure 10. Percentage Comparison of Achievement by Group in Pre-test and Post-Test. Question form. Put in the right order	69
Table 11. Statistical Significance of Pre and Post –Test Correct Question form	70
Figure 11. Percentage Comparison of Achievement by Group in Pre-test and Post-Test. Correct Question Form	70
Table 12. Statistical Significance of Pre and Post –Test Complete Sentences with Irregular Verbs	71
Figure 12. Percentage Comparison of Achievement by Group in Pre-test and Post-Test.	71
Table 13. Statistical Significance of Pre and Post –Test. Past Tense: Irregular Verbs	72
Figure 13. Percentage Comparison of Achievement by Group in Pre-test and Post-Test. Past Simple: Irregular Verbs	72
4.2. Research Objective two	
The interview.....	73
4.3. Research Objective three	
Survey Study.....	82
4.3.1. Control Group, Student´s questionnaire of learning experience	
Figure 14. Question 1 <i>In regular classes, you consider that the activities developed, helped you to understand better the objective of each lesson?</i>	84
Figure 15. Question 2 <i>How do you understand the grammar structure taught in class?</i>	
Figure 16. Question 3. <i>Indicate from 1 to 5 (5 like a lot; 4 like; 3 more or less; 2 little; 1 don´t like) how much you like the activities developed during the classes.</i>	
3.1. <i>Individual work</i>	85
Figure 17. Question 3.2 <i>Work in pairs</i>	
Figure 18. Question 3.3 <i>Dialogue completion</i>	86
Figure 19. Question 3.4 <i>Teacher´s explanation</i>	
Figure 20. Question 3.5 <i>Speak English in class</i>	87
Figure 21. Summary of the <i>Activities that students prefer better in class</i>	
Figure 22. Question 4 <i>After the grammar explanation, how could you do similar exercises: efficiently, with a little</i>	88
Figure 23 Question 5 <i>For the next year, would you like to work with the same method in the classroom or would you prefer to use other resources?</i>	
4.3.2. Treatment Group, Student´s questionnaire of learning experience	
Figure 24. Question 1 <i>In which class do you think you learn better: in the classroom or in the lab?</i>	89
Figure 25. Question 2 <i>How do you understand the grammar structure taught in class?</i>	

Figure 26. Question 3. <i>Indicate from 1 to 5 (5 like a lot; 4 like; 3 more or less; 2 little; 1 don't like) how much you like the activities developed during the classes.</i>	90
3.1. Video	
Figure 27. Question 3.2. <i>Internet games</i>	
Figure 28. Question 3.3. <i>Selection of words for completion</i>	91
Figure 29. Question 3.4. <i>Listening Activities</i>	
Figure 30. Question 3.5. <i>Work on the computer</i>	92
Figure 31 Summary of Activities that students prefer better in class	
Figure 32. Question 4. <i>After the grammar explanation, how could you do similar exercises: efficiently, with a little difficulty, with difficulty, with a lot of difficulty</i>	93
Figure 33. Question 5 <i>For the next year, would you like to work with the same method in the classroom or would you prefer to use other resources?</i>	
 CHAPTER V DATA ANALYSIS AND INTERPRETATION	
5.1. Analysis of the pre and post-test.....	94
5.2. Analysis of the questionnaire and the interview	
5.2.1. Analysis of the Student's questionnaire.....	96
5.2.2. Analysis of the Teacher's Interview.....	97
5.3. Analysis of the findings in light of the Research Questions.....	100
 CHAPTER VI CONCLUSIONS AND RECOMMENDATIONS	
6.1. Conclusions.....	103
6.2. Recommendations.....	105
6.2.1. Recommendations for teaching	106
6.2.2. Suggestions for further research.....	106
 WORKS CITED	 107
 APPENDIXES	
APPENDIX 1.....	111
APPENDIX 2.....	126
APPENDIX 3.....	128
APPENDIX 4.....	132
APPENDIX 5.....	134
APPENDIX 6.....	137
APPENDIX 7.....	139
APPENDIX 8.....	140
APPENDIX 9.....	142

CHAPTER I. INTRODUCTION

Nowadays the use of ICT (Information and Communications Technology) in the educational field has turned out to be an important tool to motivate learners and enhance learning in general. ICT has become very popular in the teaching-learning process of languages. This thesis focuses specifically on the acquisition of grammar in English. There is a variety of resources that can be used to teach English through ICT: Internet, e-mail, online dictionaries, blogs, social networks, and more. In my experience these resources have been used quite effectively in helping learners develop the different skills that they will need to communicate in English.

A variety of methods have been introduced over the years, each one aiming to ensure that students acquire the target language and learn to communicate effectively. However, many teachers would argue that although their learners can produce sentences which are grammatically correct, they are not able to use those structures appropriately when communicating outside the classroom. For this reason, grammar should be taught in a manner that involves authentic language contexts.

This thesis aims to make a comparative analysis between the use of ICT and the Communicative Approach for the teaching of English grammar. Since different skills can be developed through the use of ICT and through various communicative methods, the researcher of the present study will focus on the perceived benefits of both approaches with regard to the teaching of English grammar.

1.1. Background and justification

Educators in Ecuador have been insisting on the necessity of incorporating technological resources to develop new strategies in complex context and as a result, it has become necessary to include those new strategies in the teaching-learning process. According to Aurora Carretero, “Traditionally, media resources have been used very often for teaching English; however, the ‘massive’ implementation of ICT in most schools has provided teachers with an essential tool to motivate the students and to develop effective ways to enhance their learning process” (trans. Jeaneth Barrionuevo 1).

Numerous Scholars and psychologists have studied and proposed various methods for the effective teaching of second languages. Here we will attempt to analyze some of these theories in support or opposition of this thesis's hypothesis.

Witkin et al's studies of field dependent and field independent cognitive learning styles suggests that people generally learn in two main ways: either via, "highly contextualized interactive communicative experience," closely related to the Communicative Approach and its belief in the theory of Social Constructivism; or from more, "contextualized analytical approaches and formal instruction" (quotes from Saville-Troike 88).

Richards and Rogers also look at Johnson and Paulston's illumination of the benefits of an individualized approach to learning: Learners are the planners, monitors', and evaluators of their own progress within the classroom (28-29). Whereas, Vygotsky and other constructivists also believe that, "higher mental processes develop through social negotiation and interaction" (qtd in Woolfolk 349).

Saville-Troike mentions how John Anderson holds the view that, "learning is learning" (qtd in Saville-Troike 60). Saville-Troike expands on this idea, revealing that, "what is known from linguistic, psychological, and social perspectives on SLA...does not strongly support any one instructional approach over others, despite claims of proponents," and that, "there is no one 'best' way to learn or teach a second language" (qtd in Saville-Troike 178 and 180).

Richards and Rogers quote Edward Anthony in his identification and importance of appropriate teaching methods and approaches which states that, "the organizational key is that techniques (of the teacher) carry out a method which is consistent with the approach" (Anthony 63-67 qtd in Richards and Rogers 19).

Our evidence to support the benefits of ICT in language acquisition was shown by numerous studies. One such is Saville-Troike's discussion of 'acquisition without interaction' (116). The examination of how some individuals can achieve high levels of L2 proficiency via text and electronic media as their way of social interaction, along with inner speech and personal writing as their intrapersonal communication (116).

Richards and Rogers also mention the method of counseling-learning as applied by psychologist Charles-Curran, which proposes the use of teaching machines and

other programmed materials to support the teachers' role as solely a counselor style teacher (31).

Yong Zhao carried out detailed research on the topic: "Developments in Technology and Language Learning: A Literature Review and Meta-analysis" Michigan State University, (2003). He was studying the impact of technology on language education and concluded these results:

The use of ICT provides better access and exposure to linguistic and cultural material because the digital multimedia technology allows one to obtain important material more efficiently than print media or audio records. The internet provides the learner the access to authentic news and literature in the target language, as well as updates on cultural changes that are happening daily, and provides this more effectively than printed resources (Zhao 13-14).

Also ICT provides more efficient opportunities for communication in the target language via virtual social forums or where learners have the opportunity to interact with computer programs which generate utterances oral and written that require the learner to respond. Online or systemized grammar checkers are also of benefit, providing instant and individualized feedback (Zhao 16).

The uses of Computer-Mediated Communication (CMC) such as electronic mail, bulletin boards, and chat-rooms have benefited language learners in both ICT and CLT approaches by promoting equal and better participation, leading to more output in the target language. Moreover, it enhances the writing process and improves student writing as well as oral proficiency (Zhao 17). Which Saville-Troike views writing as, "the most important production activity for L2 learners...for academic purposes (qtd in Saville-Troike 163), and speaking listening are very important for interpersonal purposes (Saville-Troike 166).

Additional studies by Zhao, which sees integrating technology in the language classroom, included two studies which had the same format utilizing two groups: the Treatment Group participating in Technology enhanced language learning activities and the Control group who attended regular classes.

Both studies concluded that technology –supported independent language learning is as effective as classroom instruction, if not more (Zhao 18).

Another similar study which supports the role of ICT over the Communicative approach is the discussion on tests within the classroom. Woolfolk explains how Sattler found that students often do more poorly in tests as a group as opposed to individual tests for a number of reasons, such as; classmate distractions, broken pencils, or they struggle to understand the instructions but are self-conscious to ask in front of the group (Woolfolk 120). The use of individual computers in these circumstances would eliminate these problems and therefore, according to Sattler's findings should result in higher test scores.

Saville-Troike also discusses how through writing, which is most prevalent in ICT, learners are more likely to show their real individual level of current acquisition, as opposed to speaking, due to the absence of immediate feedback and distractions or aids in their physical environment (164).

As previously mentioned, in support of the validity of this thesis, these findings and the evident lack of comparisons between ICT approaches and Communicative Approaches show a clear need for this thesis's study

1.2. Problem statement.

According to the National English Curriculum (2008), grammar must be an active focus of the learning process, so that students will be able to analyze structures in context and create their own utterances (10). A further issue is how grammar should be taught, whether with just the Communicative Approach or whether with the new ICT technology currently being introduced in schools. If in fact the learning process is enhanced by the addition of ICT resources, this would suggest that it is important to know what extent ICT would be effective in teaching English Grammar, as well as the Communicative Approach in teaching of English Grammar. Moreover, it would be important to know which of these methods could be used most effectively in fostering the acquisition of English Grammar.

Some studies on the exclusive use of the Communicative Approach for language teaching have failed to provide positive evidence of increasing grammatical accuracy. Therefore, this lack of evidence combined with the apparent absence of comparisons between the two methods, at least in the context of the Ecuadorian classrooms,

necessitate the research aims of this thesis to enhance our understanding of what might be the optimal approach to improve grammatical competence.

1.3. Research questions

The research study was carried out at Febres Cordero High School and asked the following questions:

To what extent is ICT effective in teaching English Grammar to students of 1st year of Bachillerato at Febres Cordero High School?

To what extent is the Communicative Approach effective in teaching English Grammar to students of 1st year of Bachillerato at Febres Cordero High School?

Which approach, ICT or the Communicative Approach, is most effective in Teaching English Grammar to students of 1st year of Bachillerato at Febres Cordero High School?

1.4. Aim and objectives

Aim

To compare the effectiveness of the use of ICT and the Communicative Approach in the teaching of English Grammar.

Objectives

- To analyze the advantages and disadvantages of teaching English Grammar through ICT and the Communicative Approach.
- To provide an overview of teachers' attitudes to grammar and the methods they use for grammar instruction.
- To compare and contrast experiences of students who learned English Grammar through the use of ICT with students who learned it through the Communicative Approach.

1.5. Hypothesis

Teaching English Grammar is more effective through ICT than through the Communicative Approach.

The independent variable in this research is the application of two kinds of treatment for the teaching of English Grammar.

The dependent variable is the measureable change in the acquisition of grammar as shown by the test results after the students have received instruction by either of the methods.

CHAPTER II LITERATURE REVIEW

2.1. Grammar Teaching.

Richard and Rogers give an overview of the history of grammar teaching throughout the ages, they describe how the grammar translation method was the teaching method of choice between the 16th and 18th centuries. This method focused on the study of rules and facts for the objective of sentence translation, and involved very little speaking and listening (1-2). The mid-19th Century saw more opportunities for more verbal communicative demands; this brought the ideas of C. Marcel, T. Prendergast, and F Gouin to light. Their studies focused on the learning processes of children and attempted to apply them to general foreign language learning. The scientific revelation of phonetics in teaching was the next phase and cause for heated debate, with scholars such as Wilhelm Vietor and Henry Sweet emphasizing the importance of learning contextual grammar and sentences through listening and speaking before writing (10).

The Direct method or Natural Method was soon after introduced by L. Sauveur and F. Franke as an extention on Gouin's initial ideas. This method focused on teaching everyday grammar and vocabulary through demonstration and action using only the target language. But by the 1920's, due to practical realities of the public school classroom, its use declined having been deemed to inefficient (12-13). Since the introduction of the Natural Method there have been a numerous 'methods' introduced arguing how to best teach and learn a foreign language in the numerous contexts and environments and with various goals and circumstances to consider (15). The most significant methods with relation to our thesis were; 1.) The Audiolingual Method – which focused on the development of language on the basis of accurate grammatical structures learnt mostly through drilling and habit formation and; 2.) The Situational Method – where speech was regarded as the basis of language learning. A combination of both of these methods gave rise to the Communicative Approach (15).

Alfrida Arnell discusses how grammar teaching has emphasized learning structures, patterns and rules. For many years, the different ways of teaching grammar focused on the repetition of grammar structures, which have helped the students to read but not to communicate. Arnell mentions Tornberg's insistence that the teaching of grammar is only the study of the language as a product, with no focus on

communication. However, according to Arnell, in the 70s and 80s the Communicative Approach began to take hold and focusing on grammar was not typical any more (5). Recently, however, grammar has again been acknowledged as an important part of language learning (5).

A number of views are described by Richards and Rogers with regards to grammar teaching. First is the Structural View which involves most importantly, phonology, lexicon, grammar, and grammatical operations. The second view is the Functional View which focuses on the importance of language as a vehicle for functional communication. Third is the Interactional View which sees language as a tool for interpersonal relations, focusing on social transactions and conversation (21-22).

Hinkel and Fotos also refer to different approaches to teaching grammar such as the functional approach, which concentrates on the numerous external factors in language learning, noting that most of the English textbooks nowadays are “funcionally/situationaly based” with a dialogue for introducing focused structures and vocabulary, and some extra activities given to use the structure during performance (5). Moreover, in their book, Skehan’s approach is mentioned, which presents the three Ps: Presentation, Practice and Production, in three steps. The first step is the presentation of the grammatical point, which should be kept as simple as possible. The second step is learner practice with exercises focusing on grammar, and the third step is production, which has to be done “spontaneously”, and which is directly connected with the idea of Universal Grammar approach stated by Chomsky, considering “language as a generative process existing innately in the human brain based on syntax” (5) so that it is only necessary to recall those structures to reproduce what the learner has learnt. Indeed, it is possible to identify syntactic universals for all languages such as agent and object being a key distinction competence (5).

Shawn Loewen, in his research “Incidental Focus on Form and Second Language Learning”, has taken Long’s definition to say that a Form-focused approach is divided into: Focus on Form instruction in which the syllabi and lessons are based on linguistic items, with the primary goal being to teach those items. And, Focus on form differs in what attracts students’ attention to linguistic elements as they appear incidentally in lesson focusing on meaning or communication (362).

Also, According to Akira Mochida in his web article “The developmental of L2 grammatical knowledge”, from the cognitive and psychological views, grammatical knowledge has two forms: declarative and procedural. Declarative or explicit grammatical knowledge consist of grammar rules, which are factual information and conscious. Procedural or implicit grammatical knowledge consisting of how to use grammar rules appropriately, meaningfully and automatically. So that Declarative grammatical knowledge is about grammar rules with a correct meaning and an appropriate use whereas Procedural grammatical knowledge is the ability to use L2 with a correct meaning automatically in any situation. Declarative becomes Procedural by repetitive practice and frequent noticing of grammar features, for instance the ability to choose the right verb forms such as adding *-ing* or *-ed* without thinking relies on this knowledge (n.pag.).

Interaction for Grammar Learning is also explained by Bill Van Pattern; it is focused on the input, which may come in written and spoken form. Spoken input occurs in the context of interaction, where learners listen to native speakers, a teacher or another learner in a context of a non- reciprocal discourse for example, listening to the radio or watching a film (5). In other words, learners must be exposed to samples of language in great amount that are used to communicate information. Also some researchers suggest that the input must be adjusted during the course of interaction or be comprehensible to the learner (Krashen cited in Pattern 5). Consequently, learner implicit knowledge of second language (L2) grammar is important.

Schleppegrell, Achugar and Oteiza, in their article published for the TESOL Quarterly, state that content-based instruction is focused on combining language with disciplinary learning, where teachers have to build the student’s knowledge in different areas and levels. Meanwhile the students are achieving English Proficiency knowing that language and content can never be separated (67). Moreover, another article ‘Research on the Teaching of Grammar’ refers to Task-based Instruction where it is mentioned that according to Nunan, communicative tasks are “a piece of classroom work which involves learners’ comprehension, manipulation, production or interaction in the target language while their attention is principally focused on meaning rather than on form” (qtd in Muchisky and Yates 134-135).

The author Rod Ellis has recently proposed three different types of structured-based tasks to practice target forms which focus on student's attention to the grammar structure being taught. While students are maintaining a communicative focus, they are also engaged in the meaning of structure. The three types of structured-based tasks are:

- Structure-Based Production Tasks focused on engaging the students in communicative activities;
- Comprehension Tasks have to be structured in a way that the students can attend to and comprehend the input on which target forms are involved and;
- Consciousness Raising Tasks focuses on the students' communication with each other about grammar structures which are the content of the task itself, so the students are able to manipulate the structure and often obtain the rules for its use.

Discourse-based approaches to grammar instruction are based on giving a wide authentic and simplified discourse through a lot of contextualized examples focusing on the target structure in order to establish a relationship between form and meaning (136).

The case for Grammar Teaching is also explained: what the learner already knows is seen as the base on which to build tasks and curricula, and this represents the strength of grammar teaching with communicative and interactional activities. Richards is mentioned to describe a number of effective communicative activities for interaction and he remarks that the quality of the interaction between the teacher and the learner, and the task and the learner, both have an influence on the learning process. In fact, it is suggested that achieving success is not through the adherence to a particular teaching method but through the "teacher's involvement with the grammar-focused activities and their ability to personalize teaching and to make activities engaging that often promotes successful learning" (qtd. in Ellis 12).

2.2. Communicative Competence

In order to analyze the Communicative Approach we must first understand the concepts of Grammatical/Linguistic Competence and Communicative Competence. Hymes's theory of Communicative Competence defined speakers as able and knowledgeable enough to communicate appropriately in a speech community in various social situations (Richards and Rogers 159).

Richard and Rogers mention Canale and Swains' pedagogical analysis of Communicative Competence in which four key competences are identified: 1) Grammatical Competence – later known as Linguistic Competence which involves a knowledge and ability to use target language lexicon, phonology, syntax and other language structures, and also the ability to store and recall this information when needed for communication. . 2) Sociolinguistic Competence – referring to the appropriate use of language in various social situations with particular focus on social conventions and cultural norms and expectations. 3) Discourse Competence – referring to the ability to make sense of the interconnectedness and the multiple possibility structure of sentences. 4) Strategic Competence – referring to the speaker's ability to cope in communicative situations via strategies such as initiation, redirection, or repairing conversation to maintain flowing interaction (Richards and Rogers 160).

The Common European Framework, created by the Council of Europe, states that Communicative Language Competence necessitates three main competences: linguistic, sociolinguistic, and pragmatic (Council of Europe 13). Linguistic Competence – being the same as described in the previous definition of Grammatical Competence: Sociolinguistic Competences – as described previously and; Pragmatic Competences – which are concerned with the functional use of linguistic resources, mastery of discourse and the ability to comprehend and identify text types and forms (Council of Europe 13). Although Canale and Swain's analysis highlights four main competences to be considered, both their pedagogical view and the European Framework view encompass the same necessities for the acquisition of Communicative Competence with emphasis on slightly different areas.

For further analysis of communicative competence, the difference between: 'grammatical competence' and 'communicative competence' will be discussed. Grammatical competence refers to the knowledge that speakers have of a language, and the ability to produce well-structured sentences where are used the parts of speech, tenses, phrases, clauses, sentence patterns, etc. Grammatical competence focuses on the building of grammar through rules, patterns, and exercises. In this method of teaching, the sentences are analyzed according to rules learnt in the classroom. Additionally, grammatical competence is a dimension of language learning

and the process through which learners must advance in reaching communicative competence (Richards 2).

Communicative competence, on the other hand, includes some additional aspects of language that are also presented by Richards. It is important to know how to use the language for various functions, for instance “Good Morning” represents the function of greetings, “I love seafood” expresses the function of likes, “I like ice cream to a piece of cake for dessert” expressing preference. Communicative Competence also includes how to vary the use of language taking into account the setting and participants; for instance, to know when to use formal and informal speech, as well as appropriate written and spoken communication. Another aspect is to be aware of how to produce and understand different types of texts like reports, interviews, and conversations, and finally knowing how to maintain communication despite the limitations of the speakers’ language through the use of different kind of communication strategies (3).

According to Atsuko Ohno, Hymes saw Communicative Competence as a derivation of Chomsky’s distinction between competence and performance. Chomsky describes competence as an intangible language ability assumed through the sharing of knowledge between the speaker and listener, as in a completely homogenous speech community which will enable them to have an understanding of an infinite set of sentences out of a finite set of rules. On the other hand, Chomsky’s explanation of performance is concerned with the process of applying the learners’ active underlying knowledge to practical real time communicative situations, most commonly known as coding and decoding (Hymes cited in Ohno 26)

The distinction made by Chomsky of competence and performance is considered by Hymes too narrow to describe language behavior. He stated that Chomsky’s view of competence is unrealistic to describe actual language behavior. Therefore, his view of performance is a partial reflection of competence. The theory does not explain socio-cultural factors or distinguished competence in a heterogeneous speech community. Also, he mentioned that social life has an emotional impact not only on external performance but also on internal competence itself, because social factors interfere with or restrict the rules of usage which are dominant over the rules of grammar. Hymes considers it necessary to distinguish two kinds of competence: Linguistic competence

that deals with producing and understanding grammatically correct sentences, and Communicative competence that deals with producing and understanding sentences that are appropriate and acceptable to a particular situation (Ohno 26). Grammatical competence refers to the linguistic competence which for Hymes is described by Canale and Swain as the grammatical code of a language and which are seen to include the knowledge of lexical items, morphology, syntax sentence-grammar semantics and phonology which goals are: to give the learners the appropriate knowledge to determine and express correctly the literal meaning of its uses (Ohno 29).

According to Azadeh Shafaei and Mehran Nejati, Communicative Competence includes: the ability to express, interpret and negotiate meaning. This is only possible through the interactions of students and teachers giving feedback to speakers, asking for clarification and starting and ending conversations (38-39).

2.3. The Communicative Approach for Language Acquisition.

According to Saville-Troike there were numerous linguistic models vying to be the most effective in foreign language acquisition throughout the 20th Century. Bloomfield's theory of Structuralism focused on the learner's level of speech production and development in: phonology, morphology, syntax, semantics, and lexicon (25). Around the same time, Skinner's theory of Behaviourism was the choice cognitive model of learning. This examines the outcome and factors influencing habit formation, such as environmental stimuli, responses to those stimuli, followed by reinforcement and repetition if the responses produced a desirable outcome (25).

Chomsky defended a much more internal focus of learning, arguing that Behavioral and Structural theories did not account for the creative aspects of human linguistic ability in language acquisition (Saville-Troike 25; Richard and Rogers 153).

At the same time, Functionalism opposed Chomsky's theory of learning in a number of ways, but most directly in its emphasis of an external focus in language acquisition (Saville-Troike 25).

However, Albert Bandura's Social Cognitive theory views both internal and external factors as highly important. His theory sees learning as extending and transferring the understanding we already have, not simply memorizing associations (Greeno, Collins and Resnick cited in Woolfolk 248). Instead of passive influence by

environmental events, people actively choose to practice, listen, ignore, reflect, and numerous other decisions as they pursue their own personal goals (Woolfolk 248, 330).

A final influential theory for this thesis comes in the form of Vygotsky's Social Constructivism which believed that, "social interaction, cultural tools, and activity shape individual development" (qtd in Woolfolk 346). His concept of Zone of Proximal Development covered three main points: Firstly that culture and cognition create each other when a child solves a problem by aid of a more able peer or adult. Secondly, that culture creates cognition when the adult directs the child's learning towards valued cultural goals such as reading, writing, or dance, by means of tools and practices which are seen as important in that culture such as computers, or music (Cole cited in Woolfolk 346). Thirdly that cognition creates culture when adult and child collaborate to create solutions and new practices for their cultural group's repertoire (Serpell cited in Woolfolk 346).

Radden and Dirven explain how cognitive grammar is based on the following assumptions. First, the Grammar of a language is part of human cognition interacting with other cognitive faculties such as perception, attention and memory. For example: "in the same way that we focus on a bird we see flying in the sky and not on the sky surrounding the bird, we describe the situation as a bird in the sky and not as the sky around the bird" (qtd in Radden and Dirven 1-2); Second, Grammar reflects a generalization about phenomena in the world as speakers experience them. For example "a tense in grammar is used to express to general notions of time (present, past and future) but not specific notions such as years, hours or days, which are expressed by lexical material" (qtd in Radden and Dirven 1-2). Third, forms of grammar are, like lexical items, always meaningful and never meaningless. For example: "the element of a *to*-infinitive as in I'd like to hear from you, indicates that my wishes are directed towards a goal". Fourth, Grammar represents the whole of a native speaker's knowledge of both the lexical categories and the grammatical structures of its language. Finally, it is usage-based in that it provides the speaker with a variety of structural options that present the view of a given scene for example "I might describe the same scene as I am running out of time or time is running out" (qtd in Radden and Dirven 1-2).

According to Richards and Rogers, the Communicative Approach starts from a theory of language as communication with a goal of Communicative Competence, based on a contrast of communicative importance in learning and Chomsky's theory of competence (159).

Johnson and Littlewoods' theory on the acquisition of Communicative Competence is a reflection of skill development which requires both cognitive and behavioral aspects. The cognitive aspect is an internal understanding and ability to organize grammatical rules, vocabulary, and social conventions in order to convey appropriate speech and behavior. The behavioral aspect is the proficiency of combining 'these factors to create fluent communication in real time (Richards and Rogers 162).

Richards and Rogers go on to speak of how Communicative Language Teaching (CLT) learning process is compatible with the Communicative Approach in that they share the same objectives: 1) Language as a means of expression through integration and content. 2) Language as a semiotic system on a linguistic and instrumental level. 3) Language as a means for affective interpersonal relationships and social conduct. 4) Proactive language learning by feedback and self-correction of mistakes. 5) Language learning as goals through educational means (Piepho cited in Richard and Rogers 162).

Communicative Language Teaching and Humanistic Approaches appeared in the late 70s and early 80s as a solution for students who knew the grammar rules and lexis, but didn't have communicative competence. These approaches included activities to create an atmosphere conducive to learning; additionally grammar was not taught in a formal way but was focused on input containing target form and vocabulary in the same way as children learn the first language (Radden and Dirven 6).

Saville-Troike makes reference to the work of Stephen Krashen, when discussing the Monitor Model Theory which synthesizes his theories of Second /foreign language learning. The Monitor Model has five components: The Acquisition –Learning, the Natural Order, the Monitor, the Input and the Affective Filter Hypothesis.

According to The Acquisition–Learning Hypothesis there are two ways of developing language ability: by acquisition and by learning. Acquisition is a sub-conscious process, and Learning is a conscious process, through language lessons based the on grammatical characteristics of that language. The Natural Order

Hypothesis states that language is learned in a natural order that cannot be influenced by direct teaching of features that the learner is not ready to acquire that is why there is much frustration experienced by students and teachers in their grammatical lessons. The Monitor Hypothesis is about the rules of a language in self-correcting our written language which is more difficult to use in regular speech. The Input Hypothesis says that it is possible to learn the language in just one way, which is the exposition to input (written or spoken language) which is comprehensible to us, meaning it does not require effort on the part of the learner. This theory has the implication for language teachers that the instruction should be full of spoken and written language according to the levels of the learning in the class. The Affective Filter Hypothesis states that learners with a low affective filter will not only be efficient at learning from the comprehensible input they receive, but they are also open to interact with others, unembarrassed by making mistakes (Saville-Troike 45-47). The Output Hypothesis was developed by Merrill Swain in contrast to the Input Hypothesis, focusing on language development through learner realization of errors and lack of language knowledge and ability which are addressed through feedback and aid, and causes the learner to consciously modify their output in order to improve (Freeman and Freeman 60)

Larsen-Freeman in her book 'Techniques and Principles in Language Teaching' presents a description of Communicative Language Teaching. Several reasons for using this method in the English classroom are described. The method aims to apply the theoretical perspective of the Communicative Approach where the goal is the development of communicative competence. The interdependence of language and communication must always be acknowledged during the process (121).

Another major factor that needs to be considered in the discussion of language acquisition is motivation. Saville-Troike states that the rate of learning is often dependent on level of personal motivation of which there are two main types; Integrative motivation – where emotional and/or participatory factors are dominant; and Instrumental motivation – where practical aspects and results are the goals (86). These types of motivation are the drives towards particular competence goals such as; Academic Competence – for research or occupation needs, where vocabulary is most important; and Interpersonal Competence – for face to face contact with language

speakers (154). In every case, when assessing level of language acquisition achievement, one must also take into account the needs, goals and circumstances of the learner (180).

2.4. ICT

Fouts explains how the use of technology has evolved in the classroom. In 1970, computers were first introduced into the educational field to learn and process information. Since then the use of technology has spread rapidly. Sophisticated software programs have made it possible to include the new technology in the classroom. Both teachers and students have had the opportunity to use this tool for various purposes. In the beginning, students followed commands on the computers; they began to learn through the use of word processor, games, e-mails, presentations, database, research tools, etc. Teachers discovered the value of technology in enriching the learning process. The Internet has had a big impact since it allows access to a wide variety of information, and social networks have been created to enhance communication among people around the world. Moreover, online courses have been implemented so as to broaden learning opportunities for every individual. With the advance of technology a whole new learning environment is being created. (1).

ICT provides many resources and tools with which teachers are able to work: computers, tablets, smart boards, smart phones, internet, social networks, blogs, documents, etc. Smart boards, for instance, can be used in a variety of ways: as a traditional board or a means of getting connected to the Internet at the same time, project films, web pages, interactive exercises, etc. Moreover, technology can be used outside the classroom. These resources “can even adapt to diverse learners by analyzing their input and providing customized feedback and remedial exercises suited to their proficiency” (qtd in Larsen-Freeman and Anderson 200).

Students also have the opportunity to work on their own, thus creating their own knowledge, and transforming their learning process as with the concepts of constructivism and cognitivism. Sikdar and Bhojwani state that, due to this transformation, “with the teacher now assuming the role of ‘orchestrator of learning’ the learner becomes the ‘architect’ of his own learning having self-learnt through heuristic methods” (qtd in Sikdar and Bhojwani 5). They also stress that this change of roles is

very challenging for both educators and learners, since it means leaving behind the traditional methods for a new process of self-learning as well as critical and analytical thinking. Professors become facilitators and learners become builders of their own knowledge not only for languages but knowledge in general (3). Social interaction through the use of ICT is developed not only inside but outside the classroom; borders are broken down with the possibility of unlimited interaction.

In order to acquire a language, it is necessary that the individualization of the learner be complemented with increased social interaction and this can be achieved through the ability to link students through networked computers: "Social interaction helps students co-construct their knowledge by building on one another's experience" (qtd in Larsen-Freeman and Anderson 200). Interaction in technology happens mainly through writing and hence the interaction is available for later reflection and analysis. Written interaction is found mainly through the use of e-mails, blogs, and online chat sessions. However, this interaction is not the only kind that can be developed. Advances in technology have facilitated spoken interaction as well, and people can now communicate orally through the use of video calls, and video chat sessions, which can also be recorded and made available for later reflection and analysis.

Assumptions about ICT in the classroom

The following assumptions about ICT in the classroom are taken from Zhao's article "Developments in Technology and Language Learning: a Literature Review and Meta- Analysis". This article cites several authors such as Beauvios and Penington who state that, "Interactions with remote audiences through the computer; Computer-mediated communication (CMC) and teleconferencing technologies have been used to create authentic communication opportunities for language learners since the 1980s" (qtd in Zhao 16). Moreover, Kelm, Salaberry and Warschauer are seen to consider that electronic mail, bulletin boards, and chat-rooms used for instruction bring many benefits for language students. Johnson is mentioned to point out that much of their audience is acquired through the use of CMC, which encourages more active participation, thus, guiding to more production of the target language (Zhao 16).

Another author cited in the article is Pellettieri who specifies that CMC encourages "negotiation and form-focused learning" (qtd in Zhao 16). Schultz is also seen to

describe CMC as a reinforcement of the development of writing skills; however, oral proficiency can be also improved. To support this assumption, the article presents an example from Beauvois's study who found that "second-year French learners who held their discussions online achieved better oral proficiency than those who discussed the texts orally in the traditional classroom setting" (qtd in Zhao 16).

Thoughts from Jacobs & Rodgers also considered with the article, they state that computer-based grammar checkers and spell checkers present efficacious ways to give feedback to the written production of the learners (16). Although grammar checkers are not totally accurate because of the lack of semantic analysis. Zhao refers to a study by Burston which found that a good percentage of advanced students of French benefited from a French grammar checker. In this study, two groups were compared. The treatment group in which students used a French grammar checker in writing their essays; and the control group which did not use any grammar checker. This study suggests that the accuracy of the results were due, in large, to the treatment that the students received; the results were very positive.

To sum up, Zhao cites the percentages of the both groups' results: "The treatment group's first essay scored on average 70%, compared to 20% of the control group. The second essay showed similar results: 85% for the treatment group and 54% for the control."(qtd in Zhao16-17).

Teachers and students have also noticed the importance of some of the technological advances in language teaching because it has changed the traditional classroom into a new more active classroom. The Internet is becoming the main source for students to practice and improve their writing skills because they have access to high quality websites in which it is possible to find online dictionaries, encyclopedias, libraries and also worksheets, exercises on grammar, punctuation, spelling and essay writing. Moreover, there is the possibility to practice with online keypals from around the world. But, perhaps the greatest technological contribution in the field of language learning is that of the language laboratory which has played an important role in the language learning process (Zhao 38). The significance of the language laboratory is that it exists in order to help use technology to communicate more effectively. It provides learners with the technical tools to get the best samples of pronunciation of the

language. “The laboratory is designed to assist learners in the acquisition and maintenance of aural comprehension, oral and written proficiency and cultural awareness”.(qtd in Zhao 44). Moreover, it now offers broadcasting, television programs, web-assisted materials and videotaped off-air recording in the target language. To sum up, the learner can get a real experience of having interaction with native speakers through the laboratory. (Zhao 44)

Shafaei and Nejati mention Rivers, who treats interaction as the key to language teaching for communication. She defines interaction as “the facility in using a language when their attention is focused on conveying and receiving authentic messages.” (qtd. in Shafaei and Nejati 39). She also suggests that for successful classroom second language development, it is essential that the teacher provides not only input with functional features of a target language, but encourages reciprocal interaction (39).

In addition, technological advances have produced innovative products to assist the interactional learning process such as digital multimedia control, wireless headsets and microphones, the interactive respond pad, etc, which are very useful for students learning languages for communication. These active tools are design to enhance not only language teaching but also classroom grading and distance learning (Shafaei and Nejati 39). These technologies make individual work possible through the construction of each learner’s knowledge and motivation.

From the research presented thus far we can see that there are some interrelations between ICT and the Communicative Approach with regards to developing communicative competence in that of production of language through the interaction among learners and the adaptation of contexts in the classroom. However, studies on the exclusive use of the Communicative Approach for language teaching have failed to provide positive evidence of increasing grammatical accuracy. Therefore, this lack of evidence combined with the apparent absence of comparisons between the two methods, at least in the context of the Ecuadorian classroom, necessitate the research aims of this thesis to enhance our understanding of what might be the optimal approach to improve grammatical competence.

Greg Neal states that ICT supports the appropriate kind of learning for the information age. He observes that this technology gives the students the free time to

organize the process of learning in the way that they want, supporting the students' autonomy, and active learning as well as meaningful learning. Furthermore, the students incorporate new material more effectively (4). However, there is no guarantee of better learning for all students. Neal also quotes Schacter, who says, "we should not accept the rhetoric that technology makes learning easier and more efficient because ease and efficiency are not prerequisite conditions for deep and meaningful learning" (qtd. in Neal 4). In addition, as the students' interest declines throughout the middle-years of schooling, teachers should develop pedagogical practices in order to maintain the focus of the students' attention. It has been found that any approach used with ICT is a benefit for the affective learning domain such as motivation, perseverance, etc (4).

Improving student engagement to task, may result in improvements in motivation, enthusiasm, and attitudes to learning. Research on the impact of ICT consistently reports that students who have regular access to and use ICT effectively demonstrate considerable improvement in these affective areas. Nevertheless, none of these benefits is by themselves guaranteed to give an effective result, but through good teaching with a model of effective learning, these results can be obtained (5).

2.5. Technology and motivation

Jackie Bullock (2), who used ICT in class, has found a significant improvement in the motivation of the students involved in her case study. The group was noted to be very enthusiastic to begin tasks and to keep them going during the process. In her judgment supported by evidence from student questionnaires, 88% of the students agreed on how much more active and interesting their classes were with the use of ICT. Moreover, 86% of the students said that ICT helped to improve their work because they had the opportunity to explore the ideas that had been developed creatively. In her conclusions (4) she mentions that motivation was the main factor in this research in that they have remained enthusiastic for the entire time. Also, working in small groups and especially in pairs has been significant because they were able to pool imagination and creativity and also to develop some leaders in the process. The students demonstrated a lot of interest in using the computers even when they had to take turns using them. Each group was randomly selected to be in charge of recording the discussion about

the benefits of using ICT in English. The majority of the students felt that they had achieved more both in terms of the quality and quantity of their work, when using ICT.

In Emma Ushioda's book on 'International Perspectives on Motivation,' Stockwell discusses Dörney's argument that "motivation is one of the most elusive concepts in applied linguistics and indeed in educational psychology in general" (qtd by Stockwell in Ushioda 156). There has been considerable discussion about motivation in language learning over the half a century and particularly in recent years there has been a renewed interest in motivation with many books supporting Stockwell's conclusions (Ushioda 156).

Increasing motivation has been given as the primary justification for the introduction and use of technology in language learning environment, from which emerged the following questions:

What is the nature of the relationship between motivation and technology?

What are the characteristics of the motivation for using technology for learning a second language?

To address these questions it is important to examine the research into CALL and how it explicitly and implicitly refers to motivation not only in the learning process but also in the selection and use of technologies (Stockwell cited in Ushioda 157).

The analysis of Inherent Motivational Effects of Technology is relatively new and teachers are for the most part only concerned about how to use these technologies instead of the technologies themselves. It is important to consider the reasons behind the view that technologies motivate students to learn a language. Technology has been changing day by day which is why research about motivation in the 1990's differs from current research. In the 1990's desktop computers were a novelty, and students were very excited about trying something new, similar to children with new toy. It is also necessary to consider the circumstances such as many students were able to use the computer only in an educational setting during class time, which was often short and insufficient. Moreover the students had to share computers and take turns using them, so the motivational aspects waned according to the student's expectations (Stockwell cited in Ushioda 158).

Nowadays, it is possible to see a different situation for both teachers and learners. Teachers previously tended to be absolute in regards to control over the technology and knowledge possessed regarding the technologies used. Learners today are far more discerning about technologies they use and the how to use them. Teachers have expectations about how the students will perform the activities required, and how the learners carry them out. In this case when technology is used for learning a language, there may exist differences between the students and how technologies should be used, and it is possible that a problem between teachers and learners may arise.

While a successful outcome in learning a language is shared between teachers and learners, there are some factors which it is necessary to take into account regarding the use of technology for language teaching. First, the motivation in the initiation and use of a technology; second, an individual's motivation to learn to use and keep using a technology and third, whether the technology support the learner's motivation to learn the language (Stockwell cited in Ushioda 158-159).

Every one of these factors is independent of the background and experience of individual teachers and learners and also varies according to the specific characteristics of the learning environment, which will have an impact in how teachers and learners select and identify with technologies.

Stockwell explains how this complex range of factors occurs at both individual and societal levels, and each of these factors interact each other to construct the individual circumstances in which teachers and learners find themselves. To sum up, the motivation for teachers and learners are a product of the context which both of them are sharing (Stockwell cited in Ushioda 159).

2.6. ICT and Grammar Teaching

Some studies on ICT and the Communicative Approach have separated each factor, and have been carried out in order to know the impact of various methods. Three of them have been selected for review in the context of this thesis. One is a study of "The Effectiveness of Computer-Assisted Instruction in Grammar Learning as perceived by Technological College Freshman Students" by Lan, Hsiao, and Chiang carried out on January 2010 with 90 freshman students of the Department of Applied English in Yuampei University, Taipai, Taiwan. All of the students took English Grammar I for the

1st. semester of the academic year 2010, and all had access to individual computers in which they were able to take notes, take online tests and do online exercises. Every key grammar point was presented in PowerPoint format after the teacher's explanation, and the presentation was put on the computer in another classroom, 'The Self-learning Center', to be reviewed after class. Moreover, the key points were video-taped in digital format and included in the Self-learning Center's material. All students were encouraged to download these materials. Additionally, they had to do exercises from the textbooks and online. Tests and examinations were conducted online. An online questionnaire was designed to ascertain the effectiveness of CALL (Computer-Assisted Language Learning) on grammar teaching from the experience of the students. Nine questions were asked and six of them were about demographic data, one was about video-recording and one was for practice and tests. After the collection and analysis of data it was determined that 67% of the students found PPT material had helped them to learn grammar, 57 % had increased their interest in grammar and 61% considered that they were a good supplement for textbooks. Moreover 60% of the students said they improved the achievement of lower grammar learners and 66% will continue to use it, 66% found online practice and test system had improved their grammar learning effectiveness, and 70% will continue using it (32).

2.7. Grammar Learning and Teaching in the Communicative Approach.

In "A Study of the Impact of the Communicative Approach to Grammar Teaching on Students", carried out by Nguyen Thi Hien in 2011 at the University of Languages and International Studies in Hanoi (HUA), Vietnam, the subjects of the study were 100 students who studied at the International Foreign Language (IFL) institute, and 10 teachers of the Department of Linguistic and Foreign Culture which were selected randomly. Qualitative and Quantitative methods were used in this research. Data was collected through the use of three instruments: questionnaires, one for students and the other for teachers; interview designed for students and teachers to get information about the impact of CLT on grammar teaching; and class observation to collect information on the reality in which teachers applied CLT in their grammar teaching process, as well as the interest of the students in the activities during the lessons. There were three research questions, 1.) What is the fact of grammar teaching and learning at

IFL-HUA? To answer this question, data collected from the survey questionnaires was utilized and divided into two categories: a) the teachers' and students' experience of teaching and learning English and b) the teachers and students' attitudes towards grammar teaching and learning as well as the difficulties inherent in grammar teaching and learning. 2.) To what extent does CLT affect students' interest in the context of IFL-HUA? To answer this question data collected from the questionnaires was analyzed with regards to the students' opinions, interest in learning grammar through communicative activities and the teachers' frequency of communicative activity application in grammar teaching. 3.) Analysis of the teachers and students' evaluation of the effectiveness of communicative activities in teaching and learning grammar (7).

Based on the information collected, the study concluded that grammar learning is essential to language acquisition but often uninteresting to learners. To address this problem learners' attitudes toward English grammar need to be changed, this can be done by increasing their motivation. Teachers can facilitate this increase by (a) maintaining a friendly, relaxing, classroom atmosphere; (b) selecting engaging topics and appropriate activities; and (c) by allowing low ability learners to work in pairs and/or groups in order to tackle public speaking anxiety (8). The results also showed that CLT had a significant impact on the students' interest of learning a language; students were highly motivated in grammar, especially when it is taught in a real context which means communicative activities. Finally, in order to effectively use the successful CLT techniques administrators should provide opportunities for teacher training and learning of CLT. In turn, teachers should actively seek to expand their self-knowledge and understanding of CLT in order to confidently apply the appropriate strategies in the classroom (8). All of this research by Hein can be seen as support for the Communicative Approach in the form of CLT, however, what is not taken into consideration is the further potential benefits offered by the integration of ICT. Positive evidence for the individual methods of both ICT and CA have been discussed, but in both cases there has been a distinct lack of evidence in combining the two which therefore gives rise to the necessity of this thesis' research.

Hein also stated that teachers are an important factor which can affect the process of learning (12). An example of this can be seen in Saville-Troike's examination of

teachers' roles in language acquisition. He discusses findings from a study by JoAnne Kleifgen in which teachers in L2 classes were seen to modify their speech, forming grammatically incorrect sentences in order to be more easily understood (106). Saville-Troike highlights the obvious possibility for the detrimental effect on comprehension and development of the target language due to this 'simplification' by teachers (107).

2.8. Concluding Remarks

This study has looked at academic resource evidence both for and against the thesis hypothesis, we will conclude with a summary of findings.

Witkin et al's studies of field dependent and field independent cognitive learning styles suggests that people generally learn in two main ways: either via, "highly contextualized interactive communicative experience," closely related to the Communicative Approach and its belief in the theory of Social Constructivism; or from more, "contextualized analytical approaches and formal instruction" (quotes from Saville-Troike 88), which speaks of a more individualistic approach and could be catered for in an ICT approach.

"One way of integrating individual and social constructivism is to think of knowledge as individually constructed and socially mediated" (Windschitl qtd in Woolfolk 346). On this premise and with reference to Vygotsky's concept of the Zone of Proximal Development (Barrionuevo-Villacres 10), it can be argued that the benefits of social constructivism can be effectively mediated via means of guided individual learning through ICT and social media, where technology is prevalent within the culture. More so than the heavily group and pair based work of the Communicative Approach as stated by Richards in Woolfolk (4).

Richards and Rogers also look at Johnson and Paulston's illumination of the benefits of an individualized approach to learning: Learners are the planners, monitors', and evaluators of their own progress within the classroom; they learn from and tutor other learners as members of part of a group who hold a common goal; they are guided and aided by a teacher and other teaching sources, but responsibility of learning is passed gradually from teacher to learner (28-29).

However, Vygotsky and other constructivists also believe that, "higher mental processes develop through social negotiation and interaction" (qtd in Woolfolk 349) as

within the themes of the Communicative Approach. This thesis will therefore attempt to prove that teaching and learning through ICT can either provide for these social needs or create an appropriate and provably effective substitute via use of technology.

Saville-Troike mentions how John Anderson holds the view that, “learning is learning” (qtd in Saville-Troike 60) whatever the context and situation, essentially the human brain works in relatively the same way to acquire a new skill. It achieves this via Information Processing and Connectivism, where Connectivism focuses on associations between stimuli and responses, rather than rules and restructuring (60). Saville-Troike expands on this idea, revealing that, “what is known from linguistic, psychological, and social perspectives on SLA...does not strongly support any one instructional approach over others, despite claims of proponents,” and that, “there is no one ‘best’ way to learn or teach a second language” (qtd in Saville-Troike 178 and 180).

Richards and Rogers quote Edward Anthony in his identification of appropriate teaching methods and approaches which states that, “the organizational key is that techniques (of the teacher) carry out a method which is consistent with the approach” (Anthony 63-67 qtd in Richards and Rogers 19). Where the approach describes the type of subject matter to be taught and the method is the procedure or plan of language teaching (19). Richards and Rogers expand on this idea stating that objectives of a method are gained through, “organization and directed interaction of teachers, learners, and materials in the classroom” (qtd in Richards and Rogers 26). They go on to say that depending on the learning goal, a number of activities can be used, and each of these activities advocates the use of a different method (26).

There is however, considerable evidence to support the benefits of using ICT in the pursuit of language acquisition. One such is Saville-Troike’s discussion of ‘acquisition without interaction’ (116). This examines how some individuals can achieve high levels of L2 proficiency via text and electronic media as their way of social interaction, along with inner speech and personal writing as their intrapersonal communication (116).

Richards and Rogers also mention the method of counseling-learning as applied by psychologist Charles-Curran, which proposes the use of teaching machines and

other programmed materials to support the teachers' role as solely a counselor style teacher (31).

In a more detailed study, Yong Zhao in his research "Developments in Technology and Language Learning: A Literature Review and Meta-analysis" Michigan State University , (2003) used the following methodology. First of all, studies were selected from journals in the previous five years, ie 1997 to 2001. They were selected because of their relevance in two areas: technology and pedagogy. Taking into consideration that technology changes rapidly, it was considered that the technological innovations which would have had an impact on language education were: Multimedia computing, the internet, speech synthesis and recognition. Works were included from five representative journals (CALICO (Computer Assisted Language Instruction Consortium), LLT (language learning technology) , JECR (Journal of educational computing research),MLJ (the modern Language journal), and TQ (TESOL quarterly) dedicated to research on English in second /foreign language education and technology language learning (Zhao 11). The articles were selected according to the following criteria:

1. They contained the results of an empirical study or multiple studies on the effectiveness or effects of a technological application to improve language learning.
2. Studies about application of video, audio, Computer Assisted Instruction Programs, the web, computer mediated communication, simulation, speech technologies, word processing, e books and grammar checkers, were all included (12).
3. The study had to have measures of improvement of language proficiency for the final meta- analysis which is "the analysis of analyses - a statistical technique for aggregating the result of multiple experimental studies. The result of each identified study is converted into a measure called effect size... The effect size, indicates the extent to which experimental and control groups differ in the means of a dependent variable at the end of a treatment phase" (qtd in Zhao 19).

The findings of this research were:

The use of ICT provides better access and exposure to linguistic and cultural material because the digital multimedia technology allows one to obtain important material more efficiently than print media or audio records. The internet provides the

learner the access to authentic news and literature in the target language, as well as updates on cultural changes that are happening daily, and provides this more effectively than printed resources (Zhao 13-14).

ICT provides more efficient opportunities for communication in the target language via virtual social forums or where learners have the opportunity to interact with computers programs which generate utterances oral and written that require the learner to respond (Zhao 16). This is proof that availability of grammar teaching through technology is a definite option.

The ability of computers to provide instant and individualized feedback, such as computer-based grammar checkers and spell checkers, represent powerful ways to provide students 'written output'. Although the feedback provided by current grammar checkers is not always limited by their inability to perform semantic analysis and process deep level structures, and hence it not always accurate.

The uses of Computer-Mediated Communication (CMC) such as electronic mail, bulletin boards, and chat-rooms have benefited language learners in both ICT and CLT approaches by promoting equal and better participation, leading to more output in the target language. Moreover, it enhances the writing process and improves student writing as well as oral proficiency (17). Where Saville-Troike views writing as, "the most important production activity for L2 learners...for academic purposes (qtd in Saville-Troike 163), and speaking listening are very important for interpersonal purposes (Saville-Troike 166).

Additional studies by Zhao, which sees integrating technology in the language classroom included two studies which had the same format utilizing two groups: the Treatment Group participating in Technology enhanced language learning activities and the Control group who attended regular classes. The technological applications consisted of computerized multimedia grammar and vocabulary exercises, instructional videos, online spell checker, French-English glossary, and the web.

The students' proficiency in listening, reading and writing, their amount of cultural knowledge and their attitudes were all taken into account and measured.

The study found there to be no significant difference between the treatment group and the control group in cultural knowledge, speaking or listening, however, the

difference in writing was significant. The control groups' written homework scores declined while the treatment groups' increased. The treatment group also scored significantly better than the control group in reading.

Both studies concluded that technology –supported independent language learning is as effective as classroom instruction, if not more (Zhao 18).

Another similar study which supports the role of ICT over the Communicative approach is the discussion on tests within the classroom. Woolfolk explains how Sattler found that students often do more poorly in tests as a group as opposed to individual tests for a number of reasons, such as; classmate distractions, broken pencils, or they struggle to understand the instructions but are self-conscious to ask in front of the group (Woolfolk 120). The use of individual computers in these circumstances would eliminate these problems and therefore, according to Sattler's findings should result in higher test scores.

Saville-Troike also discusses how through writing, which is most prevalent in ICT, learners are more likely to show their real individual level of current acquisition, as opposed to speaking, due to the absence of immediate feedback and distractions or aids in their physical environment (164).

Finally, with regards to the purpose and necessity of this thesis, Richards and Rogers state that although a wealth of literature has examined Communicative Language Teaching, little has focused on the theory of learning via this method (161). These findings combined with the evident lack of direct comparisons between ICT approaches and Communicative Approaches generates a demand for answers to this thesis's objectives, in order to reveal the most effective approach in Second Language Acquisition in not only Ecuadorian schools but international education systems and perhaps worldwide.

CHAPTER III RESEARCH METHODOLOGY

3.1. Method

The research to investigate The Effectiveness of Teaching English Grammar through ICT as compared to the Communicative Approach was carried out at Febres Cordero High School in Cuenca. This High School has Bachillerato in only two areas: Informática and Electrónica. First year of Bachillerato was selected for this study, because these groups were not as large as those in the other course in Bachillerato and also they have the same background in English. Two teachers offered to participate in this research project, however, during the first period of the Scholastic year, when the research had not started yet, one of them left the High School. The researcher was not carrying out teaching duties during the academic year and therefore worked with one English teacher of Febres Cordero High School who offered to participate in the research project. The teacher in charge had taken a course of “ICT as a resource in ESL classroom”, and had participated in the program “Go Teachers” supported by the government to improve the proficiency of English Teachers in Ecuador. As a consequence, with this research, the teacher would have had the opportunity to get experience in teaching through the use of new technologies.

This research was comprised of three parts, each addressing a research objective:

To analyze the advantages and disadvantages of teaching English Grammar through ICT and the Communicative Approach in 1st year of Bachillerato at Febres Cordero High School.

To provide an overview of teachers' attitudes to grammar and the methods they use for grammar instruction.

To compare and contrast the experiences of students who learned English grammar through the use of ICT with students who learned it through the Communicative Approach. The three parts are detailed below.

3.2. Research objective one: To analyze the advantages and disadvantages of teaching English Grammar through ICT as compared with the Communicative Approach.

The first objective is addressed by undertaking an analysis of the advantages and disadvantages of teaching English Grammar through ICT as compared with the

Communicative Approach in 1st year of Bachillerato at Febres Cordero High School. The level of achievement of the two groups in both the pre-test and post-test was measured and compared with each other to determine whether any significant difference had occurred as a result of the treatment.

3.2.1. Sample population

The research to investigate The Effectiveness of Teaching English Grammar through ICT as compared with the Communicative Approach was carried out at Febres Cordero High School in Cuenca. The students of this public high school typically come from lower-middle class families. They are aged 15-16 and are in the 1st year of their Bachillerato. The sample population consisted of all students attending first year of Bachillerato.

The sample population consisted of forty six students divided into two groups. The subjects were randomly selected, with Bachillerato Informática as Control Group (CG) containing nineteen students, nine female and ten male. The other group, the Treatment Group (TG) contained twenty seven students, one female and twenty six male in the first year at Bachillerato Electrónica.

The two groups were given two different treatments of grammar instruction for one hour daily, over an eight weeks period. This amounts to 40 hours of teaching time, out of which 25% was dedicated to grammar. Both groups received five English classes per week, 40 minutes every class for over eight weeks. For the purpose of this thesis, the prescribed syllabus for students at the beginner level was used in this study in order to avoid time lost in preparation for their final examination.

The prescribed syllabus consisted of Units 4 and 5 of the English Book, level 2, (See Appendix 1) given by the Ministry of Education for academic year 2012-2013. This book is based on a Teaching-learning Approach guided by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. In addition, these books were designed along the lines of the Communicative Language Approach, with the main goal being to obtain meaningful communication. (introductory page, See Appendix 2).

Even though the book was designed for work focused on the Communicative Language Approach, it contains grammar points and grammar practice which have to

be taught explicitly, which is contrary to the Communicative Approach itself. Therefore, the Communicative Approach in its pure state is not used during the teaching process.

The unit 4 contents:

Title: Treatment What's Brian doing?

Pages 34–40

Communication:

Ask what someone's doing now

Describe what's happening right now

Talk about a house

Grammar:

Present continuous: be (am/is/are) + verb -ing

- Affirmative and negative statements
- Yes/No questions
- Information questions

The unit 5 contents

Title: Did he call her again today?

Pages 42–49

Communication:

Talk about past events

Express approval and disapproval

Grammar:

Simple past of regular verbs

- Affirmative and negative statements
- Yes/No questions
- Information questions

CG and TG were taught separately by just one teacher who used the

Communicative Approach method and ICT respectively for a period of two months to complete about forty hours of teaching with each group. The CG worked in the normal classroom with just a whiteboard available. The TG worked in the compu-lab where the equipment consisted of twenty desktop computers using windows 7 software. However of these computers

13 desktop computers were available and working perfectly

7 desktop computers were not available; and were apparently in need of repair.

It was possible to work in pairs at the computers taking turns at the keyboard, sometimes with up to three students sharing the same computer and hence requiring more time for completion of activities.

3.2.2. Application of the methods

All classes were planned through Lesson's Plans by the teacher in charge. In addition, some classes were randomly selected to be audio recorded so as to check how the methods were being applied. How the classes were being taught through ICT is described in the Lesson's Plans (See Appendix 3). However, in order to put an emphasis in how Grammar was being taught through both methods, due to this thesis aims to make a comparative analysis between the use of ICT and the Communicative Approach for the teaching of English grammar, an example of how the CG and TG were being taught specifically Grammar by the teacher in charge, is described as follows:

Teaching present continuous to the CG: lesson 1

The teacher starts the class with a warm up reviewing the verbs in the last few units. The students recall the verbs and the teacher writes them on the board. The teacher adds some important verbs to the previous list given by the students. The teacher explains how to use these verbs in order to talk about what they are doing right now. She introduces the unit title and explains how, by using the verb "to be" plus any additional verb adding –ing, students will be able to ask someone what they are doing right now (as was mentioned before, this is not a pure Communicative Approach, because the grammar is explained by the teacher). This lasted about five minutes. Using the picture in the book, the teacher asks the students "who do you see in the pictures?" "Where are Andy and Liza?" "Is Brian at home?" the students answer the questions and the teacher helps them to construct present continuous statements on the board. This took about five minutes. The teacher reads the directions aloud and using the first example in the book, she asks some students to cross out the wrong words. After this the teacher calls on a volunteer to read the sentences aloud. To check the answers, the teacher, using an audio player, plays the CD and the students listen to the dialogue twice, in order to help them to complete the exercise. The teacher

plays the audio again as students read along: first the original sentences and then the corrected sentences. The teacher starts a dialogue with the students making yes/ no questions and students respond with affirmative or negative answers, according to the case. The teacher goes over phrases such as: "bothering", "just", "I know", "Gee", "I am out of here". The students repeat the dialogue and then they practice in pairs, changing roles after each reading. Emphasis and time is taken in the communicative pair work lasting twenty minutes. In the next exercise the teacher reads the instructions about useful expressions, then plays the audio, pausing at certain points, and encouraging the students to mimic the tone. After that, students have to work in pairs to match the expressions through discussion. The answers are checked by students taking turns to read aloud the useful expression and its equivalent. This took about five minutes. The teacher plays the audio again to help the students to pronounce the more difficult words and to explain any words that were missed or which the students did not understand. In the final exercise the teacher asks the students to work individually to label the parts of a house. The students check their answers by pointing to each room and saying the number and name. The teacher then writes on the board the homework assignment for the next class, which in this case is Workbook exercises 1-3.

Teaching present continuous to the CG: lesson 3

The teacher starts her class writing the following sentence on the board: "He is writing an e-mail", after that she explains that "is writing" tells you that the action is happening now, right at this very moment. Therefore, the verb is "present continuous or present progressive". On the whiteboard the teacher puts into a circle three words, and the students read aloud: "is", "write" and "ing", she remarks that "this is present continuous" (notice again that the grammar is explicitly mentioned which is not pure Communicative Approach). The teacher asks the students to look at the grammar chart in the book on page 36. She reads the affirmative sentences and the students read the negative ones and then change the roles. She asks the students to pay special attention to the spelling information at the bottom of the chart. She explains that some verbs change when -ing is added and gives the students three verbs to say aloud. In this case the verbs are not in need of changing when -ing is added. After that she gives them the verb "smile" and explains that it is necessary to drop the -e and add -ing. The

teacher also asks for the verb 'sit'. The students are asked to discuss in pairs then write individually in accordance with the grammar rules in the chart. The answers are checked orally. The teacher uses the white board to explain spelling rules for adding -ing. Students work in pairs to write the present continuous forms of the other verbs used in the examples and to practice saying them to one another. In order to check the answers, the teacher asks the students to approach the whiteboard, write a continuous verb and say their sentence example. This process took about twenty five minutes. The teacher shows the students the unit's picture and asks "what is the girl in the picture doing?" The teacher reminds the students they are talking about what people are doing right now, so they should answer by using present continuous. This part took about ten minutes. In the last five minutes the students' homework was written on the whiteboard. For the next class students would have to complete workbook exercise 4-6.

The content, structure and timings of the TG classes were the same as the CG classes, with the difference that the TG students were in the Compu-lab with the infocus (big screen data projector) and their computers. Additionally, the students received files with the exercises to work in pairs and taking turns on their computers.

Teaching present continuous to the TG: lesson 1

The teacher starts the class with a warm up by reviewing the verbs in the last few units. The students recall the verbs and the teacher writes on her computer 'to be' which is displayed on the big screen in front of the class. The teacher adds some important verbs to the previous list given by the students. The teacher explains how to use the verbs in order to talk about what they are doing right now. She asks the students to open the file "Unit 4" on their computers and to display the first page of Unit 4 in the English book. She then introduces the unit title and explains how, by using the verb 'to be' plus any additional verb and adding -ing, students will be able to ask someone what they are doing now (again, the teacher is explaining the grammar). Using the picture on the student's computer, the teacher asks the students "Who do you see in the pictures?" "Where are Andy and Liza?" "Is Brian at home?" the students answer the questions and the teacher helps them to construct present continuous statements. The teacher reads the directions aloud and using the first example on the computer, she asks the students to open the file to number 1. The exercise is then

divided into two parts, so that students have individual work while using a shared computer. After this, the teacher calls on a volunteer to read the sentences aloud in order to check the answers. The next exercise involves the use of both CD and computer. The students listen to a dialogue which is also displayed on their computers. The students complete the listening exercise individually, looking at the screen and hand writing the corresponding answers to numbered spaces. The teacher then plays the audio again as students read along. Once completed, the teacher starts a new dialogue with the students making yes/ no questions, in this way students respond in the affirmative or negative, according to the case. The teacher goes over phrases utilizing such words as : “bothering”, “just”, “I know”, “Gee”, “I am out of here”. The students repeat the dialogue and then they practice in pairs, changing roles after each reading. The teacher reads the instructions about useful expressions, then plays the audio again, pausing at certain points and encouraging the students to mimic the tone. After that, students take turns at the computer, each matching half of the expressions. It is necessary to open file number two for this exercise. The answers are then checked by students reading aloud the answers of their computer partner. The teacher plays the audio a final time to help the students to pronounce the more difficult words and to explain any words that were missed or which the students were not able to understand. In the final exercise the teacher displays on the big screen the picture of a house and asks the students to work in pairs to label the parts of the house on the computer. File number three corresponds to this exercise. The students check the answers by pointing to each room and repeating the number and name. The teacher then displays on the screen the exercises for homework and students receive the attachment number four for the next class, in this case Workbook exercises 1-3.

Teaching present continuous to the TG: lesson 3

The teacher begins her class displaying on the big screen a video of a man writing an e-mail, and the teacher writes the following sentence: “He is writing an e-mail”, after that she explains that “is writing” tells you that the action is happening now, right at this very moment. Therefore, the verb is in “present continuous”. The teacher splits the three words, and the students read aloud: “is”, “write” and “ing”, she remarks that “this is present continuous” (notice how the grammar was explained by the teacher). The

teacher asks the students to open the file 1 Grammar Focus on their computers. She reads the affirmative sentences and the students read the negative ones, and then change the roles. She asks the students to pay special attention to the spelling information at the bottom of the chart. She explains that some verbs change when –ing is added, and she gives the students three verbs to say aloud with –ing. In this case the verbs are not in need of any changes. After that she gives them the verb “smile” and explains the necessity of dropping the -e before adding –ing. The teacher also gives the verb ‘sit’. The grammar exercise is divided into two parts, so the students can take turns on the computer. The answers are checked orally. The teacher then uses the screen to display the explanation for the spelling rules for adding –ing. Students again divide the exercise in file number 2, to write the present continuous forms of the other verbs. In order to check the answers, the teacher asks the students to spell the continuous forms. The teacher then plays a video related to the picture of the Unit 4, in which a girl is doing some things, and asks “what is the girl in the video doing?” Teacher reminds the students they are talking about what people are doing right now, so they should answer by using verbs in the present continuous. The last five minutes is focused on going over the homework assignment for the next class. File number 3, workbook exercise 4-6.

3.2.3. Research Instrument

The Pre-test was conducted to measure the level of the students before conducting the investigation. One previous test was designed at the beginning of the scholastic year for the teacher in charge in accordance with the requirements of the English Department of the High School. This test is known as a “Diagnostic Test” to determine how much the students had learned the previous year in specific areas. For the purposes of this investigation the teacher redesigned the Diagnostic Test to focus specifically on the grammar points in units 4 and 5 according to the syllabus. The test was approved by the Director of this thesis and also by the Director of the English Department of the High school. The test was divided in two sections:

A section :Present continuous versus present simple, (See Appendix 3) and

B section:Past simple.(See Appendix 4)

Section A

Verbs in Present continuous , 5 points

Verbs in Present Simple, 5 points

Use Present Simple or Present continuous , 5 points

Negative Sentences Simple Present or Present continuous, 5 points

Question form Present Simple and Present continuous, 5 points

Complete sentences Present Simple or Present continuous, 5 points

In total 30 points

Section B

Regular Verbs in Past Simple, 6 points

Affirmative Sentences in Past Simple, 2 points

Negative Sentences in Past Simple, 2 points

Questions, Put in the right order, 6 points

Correct question forms in Past Tense, 3 points

Complete sentences with Irregular Verbs in Past Tense, 4 points

Irregular Verbs in Past Simple, 7 points

In total 30 points

The students were tested over two days, one day for section A and the next day for the section B. They had forty minutes to complete each test.

The Post-test had the same level of difficulty as that of the pre-test, and was conducted to measure the achievement of the two groups after the treatment period. Since the Post-test was taken in just one session, including both sections A and B, the students had forty minutes for each test or eighty minutes in total. The purpose was to examine the difference, if any, in the achievement of the two groups taught with different methodologies.

During the treatment period, the two groups were taught units 4 and 5 corresponding to Present Simple, Present Continuous and Past Simple. Both the CG and TG worked with the English book Level 1; however, the TG had extra material which included CD rom, videos and extra online exercises. The students' competence was measured before the treatment period with regards to English grammar but not oral competence. The purpose was to see the relative improvement in the acquisition of grammar as a result of treatment. It is important to mention that neither spoken

competence or free writing was tested. The purpose was to see relative improvement in the acquisition of grammar, if any, as a result of treatment.

3.1.4. Validity

The validity of pre-test and post-test was maximized by item completion. As is mentioned in the web site of Arizona State University, ASU Herbeger Institute, the completion items have some advantages in the application of the tests. Among others: the students need to answer a question or to finish an incomplete statement by filling in a blank with the correct word or phrase. In this way it is possible to provide a wide sampling of content. Moreover it can be used efficiently to measure lower levels of cognitive ability, as well as to minimize guessing, as compared to multiple choice or True/False questions. Usually, completing items can be seen as providing a reliable measure of student achievement or ability. Disadvantages include the fact that it is often time consuming and difficult to construct (n.pag.).

Their level of difficulty was determined with input from the teacher in charge of both groups and in accordance with the previous diagnostic test. The validity of experience scale construction was further ensured by getting the expert opinion of the director of the thesis.

The validity process was quantitative as follows:

PRE- POST TEST SECTION A

Area to be evaluated	Objective: Students should be able to	Items in the test
Present Continuous	Reproduce the verbs in Present Progressive form by using the verb To be plus the verbs with –ing form	A. 5
Present Simple	Decline the verbs in Simple Present with emphasis in Third person Singular and its changes	B. 5

Present Continuous vs Present Simple	Differentiate the use of Present Continuous and Present Simple	C. 5
Negative sentences Present Continuous vs Present Simple	Use the negative structure in present continuous and present simple	D. 5
Question form Present Continuous and Present Simple	Reorder the question form structure in Present Continuous and Present Simple	E. 5
The correct use of Present Continuous and Present Simple	Associate the use of Present Continuous and Present Simple according to the context.	F. 5

PRE- POST TEST SECTION B

Area to be evaluated	Objective: Students should be able to	Items in the test
Past Tense: regulars verbs	Apply the rules for changing regular verbs into past tense	A. 12
Past Tense; Affirmative and Negative sentences	complete affirmative and negative sentences in past tense	B. 5
Past Tense: Question form Put the words in the correct order	Put the words in the correct order. Questions	C. 7
Past Tense: Question form.	Correct question form in past tense	D. 6

Use the verbs in past tense in affirmative sentences	Use irregular verbs in past tense.	E. 8
Irregular verbs in past tense	Change irregular verbs in past tense	F. 7

3.2.5. Reliability

The Test-Retest method was used to increase reliability by giving the same test to the same group on two separate occasions over a period of eight weeks. The pre-test was taken in two sessions of forty minutes each, and the post-test was taken in only one session of eighty minutes. With regards to this difference in test administration, the explanation was that the students were at the end of the scholastic year, and they had a lot of activities to conclude and the two days that had been assigned previously to the post test had to be reduced to just one day and two class hours which may also have affected the reliability between the two tests.

The pre-test and the post-test have the same items based on the grammar points described in the prescribed syllabus. All the items were analyzed using the Statistical Package for Social Sciences (SPSS) to determine if there is association between the two test administrations.

In order to understand the procedure it is important to be familiar with some definitions, such as “Chi-square test”, “Pearson’s test”, “Fischer ‘s test” and “statistical significance = p value”. Definitions have been provided below to ensure technical accuracy:

According to Psychology Press Ltd. (2004) in their article “Research Methods: Data Analysis”, the definition of

The Chi-square test is a test of association. It is used when we have nominal data in the form of frequencies, and when each and every observation is independent of all the other observation...In essence, the chi-squared test tells us whether membership on a given category on one dimension (e.g. unhealthy

diet) is associated with membership of a given category on the other dimension (e.g. high cholesterol level) (23)

Pearson's chi-square test

Roger E. Kirk, in his book *Statistics: an Introduction* (2008) mentions the three applications of Pearson's chi-square, however the important one with regards to this research involves testing the independence of the variables.

"Another use of Pearson's chi-square statistics is in determining whether two variables are statistically independent. This is accomplished by classifying each of n independent observations for a single random sample in terms of two variables denoted by A and B" (469)

In addition to Pearson's chi-square, Fischer's exact Test was also utilized.

According to Keith M. Bower, "Fischer's exact test considers all the possible cell combinations that would still result in the marginal frequencies as a highlighted... The test is exact because it uses the exact hypergeometric distribution rather than the approximate chi-square distribution to compute the p-value" (3)

Statistical Significance.

As is cited in the web site AHRQ Agency for Healthcare Research and Quality, Glossary of Terms, statistical significance is defined as:

"A mathematical technique to measure whether the results of a study are likely to be true. *Statistical significance* is calculated as the probability that an effect observed in a research study is occurring because of chance. Statistical significance is usually expressed as a P-value. The smaller the P-value, the less likely it is that the results are due to chance (and more likely that the results are true). Researchers generally believe the results are probably true if the statistical significance is a P-value less than 0.05 (p<.05)." (n.pg).

As with the previous definitions, the procedure was as follows. Data was collected in contingency tables, (See Appendix 5) with thirteen grammar points having been collected in the following way:

number 1 when the answer of the item was Correct,

number 2 when the answer was Incorrect;

the letter a for all students in the Treatment Group and

the letter b for all the students in the Control Group.

All this information was collected and then analyzed through SPSS (Statistical Package of Social Science software) and the Chi-square test was used to know the association or independency of the groups with regards to the grammar points.

The statistical significance was determined to be the acceptance of the association of 5% of error and 95% of confidence. In other words, if the *p* (significance) value is less than 0.05, the association is accepted between the achievement of the grammar points and the group. Conversely, if the *p* value is greater than 0.05, the association is rejected and the independence is accepted between the group and the grammar points. To sum up, the *p* value determines whether or not there was an association between the teaching processes with the results obtained in the variables tested.

3.3. Research objective two: To provide an overview of teachers' attitudes to teaching grammar and the methods they use for grammar instruction

To achieve this objective, one research instrument was adopted: an interview with the teachers.

3.3.1. Interview

The purpose of the interview was to discover a teachers' overall approach to teaching grammar and the methods used for grammar instruction. The interview used in this case was structured with thirteen questions (See Appendix 6). The length of the interview was forty minutes. The interviewees were given the option of responding to questions in either English or Spanish, however, these interviewees chose to respond in English. The interview was audio recorded and transcribed.

The data collected through the interview was analyzed separately according to the themes relating to the research objectives.

3.4. Research objective three: to compare and contrast experiences of students who learned English Grammar through the use of ICT with students who learned it through the Communicative Approach.

This objective aimed to investigate and compare the experiences of students who have learned English Grammar through the use of ICT with students who have learned it only through the Communicative Approach.

To achieve this objective an additional research instrument was adopted, which involved administering a survey to both the Control Group and the Treatment Group.

3.4.1. Survey Study

The sample population consisting of forty six students was divided into two groups: one consisting of nineteen students, nine female and ten male in their 1st year of Bachillerato Informática(CG) and the other consisting of twenty seven students, one female and twenty six male in their 1st year of Bachillerato Electrónica (TG).

Two structured questionnaires were developed for the survey study. The participants were given the questionnaires individually, and they were given enough time to complete and return them to the researcher. The questionnaires were written in Spanish because of the limited English proficiency of the students. The questionnaire for the Control Group consisted of Likert Scales in questions two, three, and four, a dichotomous question in question one, and an open question in number five. (See Appendix 7). The questionnaire for the Treatment Group was comprised of Likert Scales in questions two, three, and four, and an open question in numbers one and five. (See Appendix 8)

3.5. Limitations of the Study

The results obtained in this investigation could have been more conclusive with regards to the application of ICT for teaching English Grammar if the students had had easy access to the Compu-lab, with one computer available to each student. The fact that the students had to double up on a single computer required the instructor to keep the students occupied with some communicative activities while they waited for their turn to use the computer. This situation could have been remedied by having a better equipped ICT department or a smaller class with fewer students.

Another limitation may be due to the fact that at the time the research was undertaken, the students were about to conclude the scholastic year, and they were very busy with final exams and hence their attention was focused elsewhere. This happened because the English textbooks authorized by the Ministry of Education were not delivered on time, which caused that this research study started at the second period of the scholastic year.

Two teachers offered to participate in this research project, however, during the first period of the Scholastic year, when the research had not started yet, one of them left the High School. A teacher trained in the use of computers for language teaching could also have been better able to help students achieve their goals. However, the chosen teacher in this study lacked experience in the application of the ICT in classes. This may be because teachers in Ecuador are typically not accustomed to teaching with computers, and for her this was a new experience which may have also affected the results obtained.

And finally, the students were only tested on their grammatical competence with regards to structured writing activities. It is therefore not possible to know how they might have performed in free writing activities or in speaking activities which might have been used to measure their grammatical competence.

CHAPTER IV RESULTS

In this section, qualitative and quantitative results are presented in tables, figures and charts in order to present a better representation of the findings.

4.1. Research objective one:

To analyze the advantages and disadvantages of teaching English Grammar through ICT compared to the Communicative Approach, the level of achievement of two groups the CG and TG was measured by pre-test and post-test and then compared with each other to determine whether any significant difference occurred as a result of treatment.

The data obtained from achievement (pre-test and post-test) of CG and TG was tabulated and interpreted using SPSS (Statistical Package of Social Science software) and Chi-square test to know the association or independence of the groups as related to the grammar points under investigation.

The statistical significance to accept the association is 5% of error and 95% of confidence, in other words, if the p (significance) value is less than 0.05 ($p < 0.05$) the association is accepted between the achievement of the grammar points and the group. This means that the p value determines whether or not there exists an association between the teaching processes with the results obtained in every variable tested.

Conversely, if the p value is greater than 0.05 ($p > 0.05$) the association is rejected and the independence is accepted between the group and the grammar points being investigated.

According to Table 1 the variable “Verbs in Present Progressive” shows evidence of the improvement in the percentage achieved for the Treatment Group. However, it is not possible to conclude that there is association since p is greater than 0.05. Therefore, it is concluded that no significant statistical difference was found in this variable.

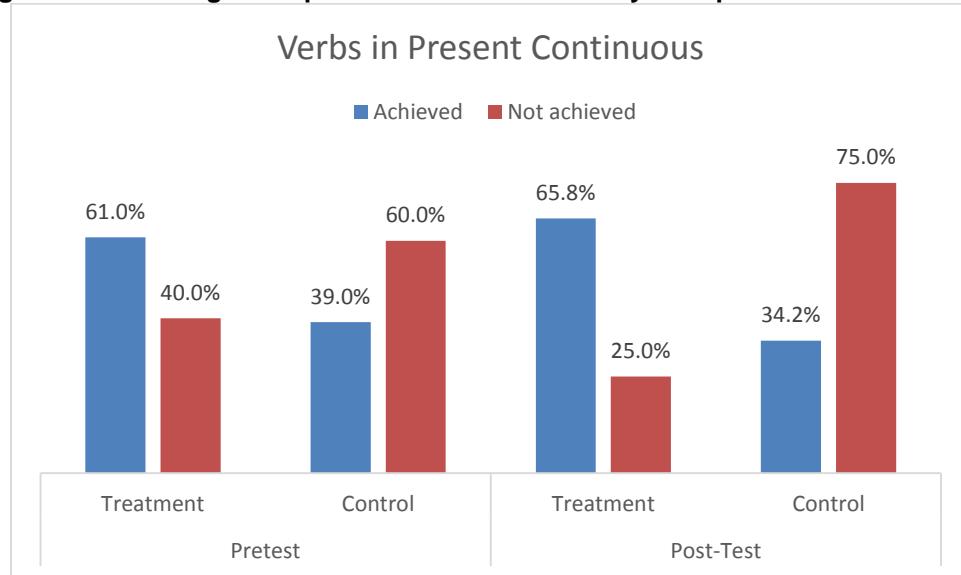
Table 1. Statistical Significance of Pre and Post- test Verbs in Present Continuous

Group		Verbs in Present Continuous		Total	P	
		Achieved	Not achieved			
Pre-Test	Treatment	F	25	2	27	
		%	61.0%	40.0%	58.7%	
	Control	F	16	3	19	
		%	39.0%	60.0%	41.3%	
Total		F	41	5	46	
		%	100.0%	100.0%	100.0%	
Post-Test	Treatment	F	25	2	27	
		%	65.8%	25.0%	58.7%	
	Control	F	13	6	19	
		%	34.2%	75.0%	41.3%	
Total		F	38	8	46	
		%	100.0%	100.0%	100.0%	

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

Figure 1 represents the percentage of achievement and non-achievement reached by the students in pre –test and post-test of both Groups TG and CG before and after the treatment period. The percentage reached by the TG in pre-test is 61% and post-test is 65.8% however this percentage, shows no association between the achievement of the grammar points and the group.

Figure 1: Percentage Comparison of Achievement by Groups in Pre and Post Test

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.
Prepared by: Consultora Cabrera & Andrade. 2014.

In regards to the variable Verbs in Simple Present, (see Table 2) in the pre-test there was no association between the achievement and the group $p > 0.05$. However, before the treatment period, the p value was 0.005, or less than 0.05, which shows the association between the group and the student's achievement of this variable. So, significant statistical difference was found.

Table 2: Statistical Significance of Pre-Test and Post-Test of Verbs in Simple Present

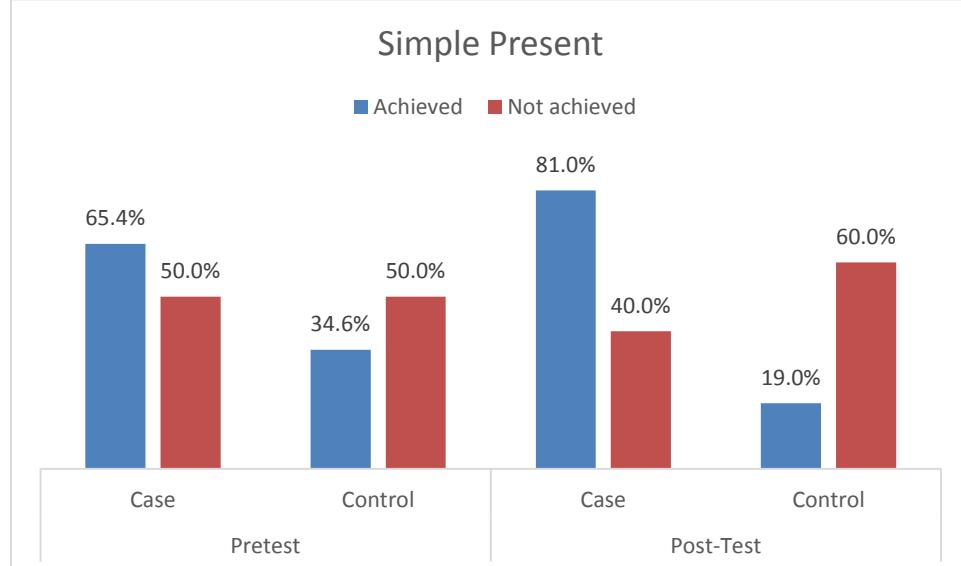
Group		Verbs in Simple Present		Total	P	
		Achieved	Not achieved			
Pre-Test	Treatment	F	17	10	27	
		%	65.4%	50.0%	58.7%	
	Control	F	9	10	19	
		%	34.6%	50.0%	41.3%	
Total		F	26	20	46	
		%	100.0%	100.0%	100.0%	
Post-Test	Treatment	F	17	10	27	
		%	81.0%	40.0%	58.7%	
	Control	F	4	15	19	
		%	19.0%	60.0%	41.3%	
Total		F	21	25	46	
		%	100.0%	100.0%	100.0%	

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.
Prepared by: Consultora Cabrera & Andrade. 2014.

*Significant to accept association

Figure 2 shows the percentage of improvement of the Treatment Group from 65.4% to 81.0% which ratified the achievement after the treatment period and the statistical significance found.

Figure 2: Percentage Comparison of Achievement by Groups in Pre and Post Test



Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

In table 3 it is noticed that in the pre-test evaluation of the Use Simple Present or Present Continuous there was no association between the groups and the achievement, after the treatment period, a slight change is noticed in the Treatment Group, which allows us to conclude the success of the program since the p value of 0.003 is less than 0.05. So, a significant statistical difference was found.

Table 3: Statistical Significance of Pre and Post Test of Use Simple Present or Present Continuous

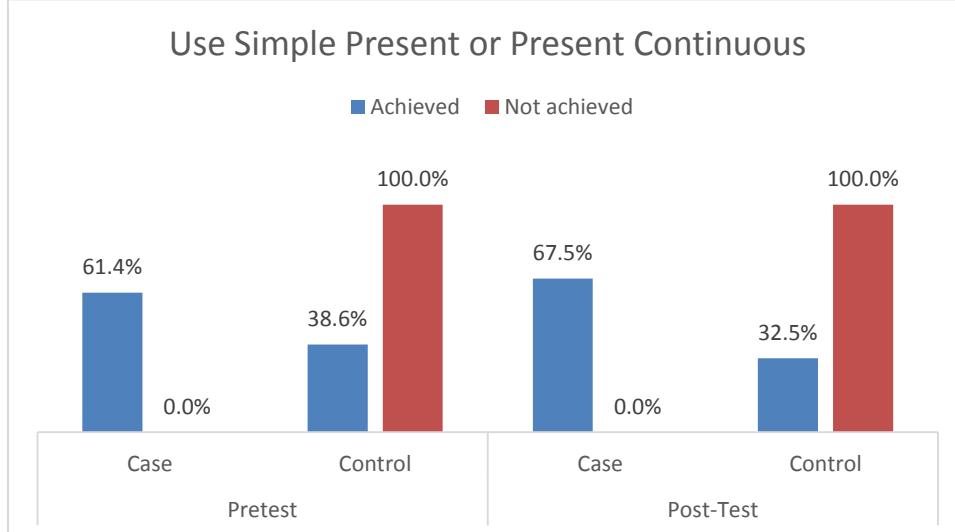
Group			Use Simple Present or Present Continuous		Total	p
			Achieved	Not achieved		
Pre-Test	Treatment	F	27	0	27	0.165
		%	61.4%	0.0%	58.7%	
	Control	f	17	2	19	
		%	38.6%	100.0%	41.3%	
	Total	f	44	2	46	
		%	100.0%	100.0%	100.0%	
	Post-Test	Treatment	f	27	0	
		%	67.5%	0.0%	58.7%	
	Control	f	13	6	19	
		%	32.5%	100.0%	41.3%	
	Total	f	40	6	46	
		%	100.0%	100.0%	100.0%	

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

*Significant to accept association

Figure 3 indicates that the TG achieved 6.4% in the pre-test, and in post-test, it scores 67.5% which agrees with the significant statistical difference found in the post test.

Figure 3: Percentage Comparison of Achievement by Groups in Pre and Post Test

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

The evaluation of Negative Sentences Simple Present or Present Continuous in Table 4, at the beginning gave an independent result between both groups related to the achievement. After the treatment period the TG group behavior changed which shows evidence of the positive association between the group and the achievement. This is confirmed with $p = 0.024$ less than 0.05. So, a significant statistical difference was found.

Table 4: Statistical Significance of Pre-Test and Post- Test in Negative Sentences Simple Present or Present Continuous

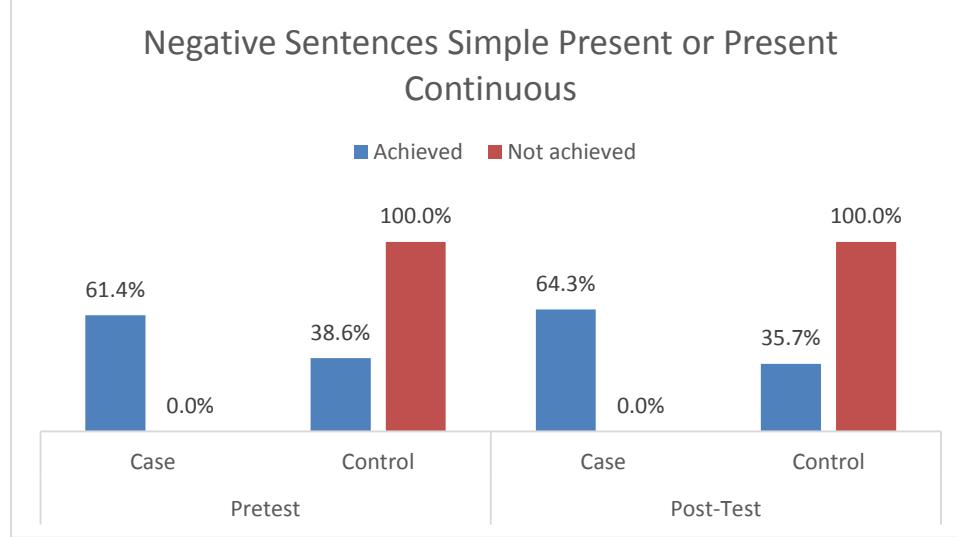
Group			Negative Sentences Simple Present or Present Continuous		Total	p
			Achieved	Not achieved		
Pre-Test	Treatment	f	27	0	27	0.165
		%	61.4%	0.0%	58.7%	
	Control	f	17	2	19	
		%	38.6%	100.0%	41.3%	
	Total	f	44	2	46	
		%	100.0%	100.0%	100.0%	
Post-Test	Treatment	f	27	0	27	0.024*
		%	64.3%	0.0%	58.7%	
	Control	f	15	4	19	
		%	35.7%	100.0%	41.3%	
	Total	f	42	4	46	
		%	100.0%	100.0%	100.0%	

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

*Significant to accept association.

Figure 4 represents the difference of the percentages, 61.4% to 64.3%, reached by the TG before and after the treatment period respectively, confirming the relation with the significant statistical difference.

Figure 4: Percentage Comparison of Achievement by Groups in Pre and Post Test

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

Regarding the variable Question Form Simple Present or Present Continuous in Table 5, it is possible to notice that they are keeping independent at the beginning and at the end of the treatment period. No significant statistical difference was found due to $p = 0.424$, greater than 0.05.

Table 5: Statistical Significance of Pre-test and Post-test in Question Form Simple Present or Present Continuous

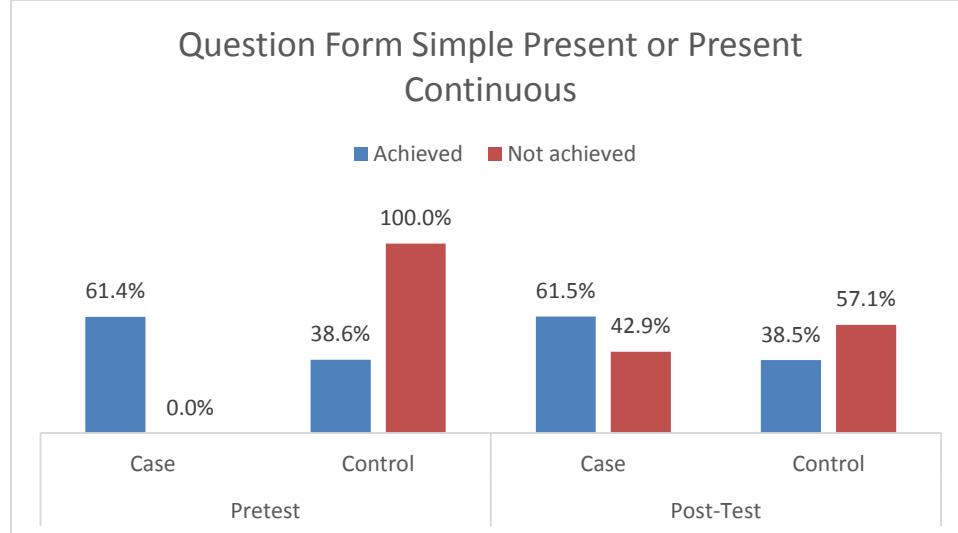
Group			Question Form Simple Present or Present Continuous		Total	p
			Achieved	Not achieved		
Pre-Test	Treatment	f	27	0	27	0.165
		%	61.4%	0.0%	58.7%	
	Control	f	17	2	19	
		%	38.6%	100.0%	41.3%	
	Total	f	44	2	46	
		%	100.0%	100.0%	100.0%	
Post-Test	Treatment	f	24	3	27	0.424
		%	61.5%	42.9%	58.7%	
	Control	f	15	4	19	
		%	38.5%	57.1%	41.3%	
	Total	f	39	7	46	
		%	100.0%	100.0%	100.0%	

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

Figure 5 shows the percentages of achievement reached by both groups TG and CG in the Post-test stay constant before and after the treatment period. The TG 61.4% before and 61.5% after; in the same way the CG 38.6% before and 38.5% after. Consequently the percentage agree that there is not a statistical significance

Figure 5: Percentage Comparison of Achievement by Groups in Pre and Post Test



Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

In the variable Complete Sentences Simple Present or Present Continuous, at the beginning there was no association between the group and the achievement, but after the treatment period, the improvement of the Treatment Group is evident, the p value was 0.006, less than 0.05 so there was a significant statistical difference.

Table 6: Statistical Significance of Pre-test and Post-test in Complete Sentences Simple Present or Present Continuous

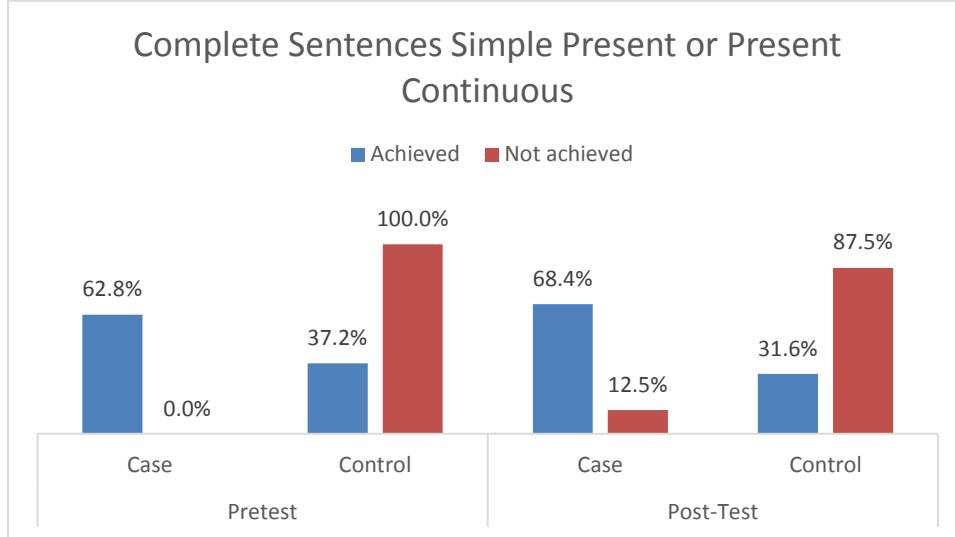
Group		Complete Sentences Simple Present or Present Continuous		Total	P
		Achieved	Not achieved		
Pre-Test	Treatment	f	27	0	27
		%	62.8%	0.0%	58.7%
	Control	f	16	3	19
		%	37.2%	100.0%	41.3%
	Total	f	43	3	46
		%	100.0%	100.0%	100.0%
	Post-Test	f	26	1	27
		%	68.4%	12.5%	58.7%
Post-Test	Treatment	f	12	7	19
		%	31.6%	87.5%	41.3%
	Control	f	38	8	46
		%	100.0%	100.0%	100.0%

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

*Significant to accept association .

Figure 6 it is possible to notice the difference of the percentage reached by the TG before 62.8% and after 68.4% the treatment period, given a positive finding in this variable.

Figure 6 Percentage Comparison of Achievement by Groups in Pre and Post Test

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

With regards to Verbs in Past Simple, Table 7 indicates that there is association between the groups and the achievement at the beginning of the treatment period (p

value was 0.002) and after (the p value was 0.024). Therefore, it is not possible to conclude that the treatment period has been successful in this variable.

Table 7: Statistical Significance of Pre-test and Post-test in Verbs in Past Simple

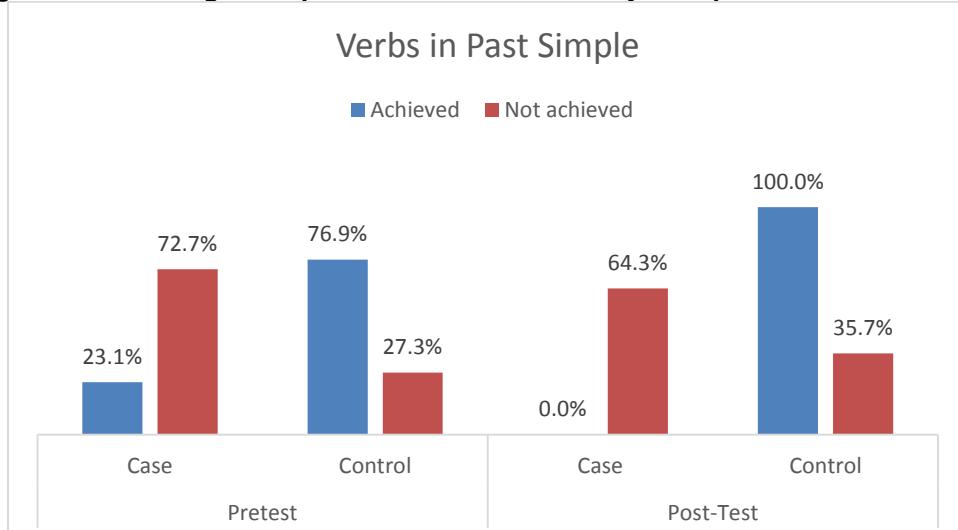
Group		Verbs in Past Simple		Total	p	
		Achieved	Not achieved			
Pre-Test	Treatment	f	3	24	27	
		%	23.1%	72.7%	58.7%	
	Control	f	10	9	19	
		%	76.9%	27.3%	41.3%	
Total		f	13	33	46	
		%	100.0%	100.0%	100.0%	
Post-Test	Treatment	f	0	27	27	
		%	0.0%	64.3%	58.7%	
	Control	f	4	15	19	
		%	100.0%	35.7%	41.3%	
Total		f	4	42	46	
		%	100.0%	100.0%	100.0%	

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.
Prepared by: Consultora Cabrera & Andrade. 2014.

*Significant to accept association .

Figure 7 shows although the percentages reaches for the CG 76.9% and 100% before and after the treatment period respectively, it is not possible to conclude in a positive way, because at the beginning and at the end of the process there is association of the group.

Figure 7: Percentage Comparison of Achievement by Groups in Pre and Post Test



Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.
Prepared by: Consultora Cabrera & Andrade. 2014.

Affirmative sentences do not show a significant statistical difference, due to the results in the pre and post-test the p value was greater than 0.05. Consequently there is no association but independence. It is possible to see in Table 8

Table 8: Statistical Significance of Pre-test and Post-test in Affirmative Sentences

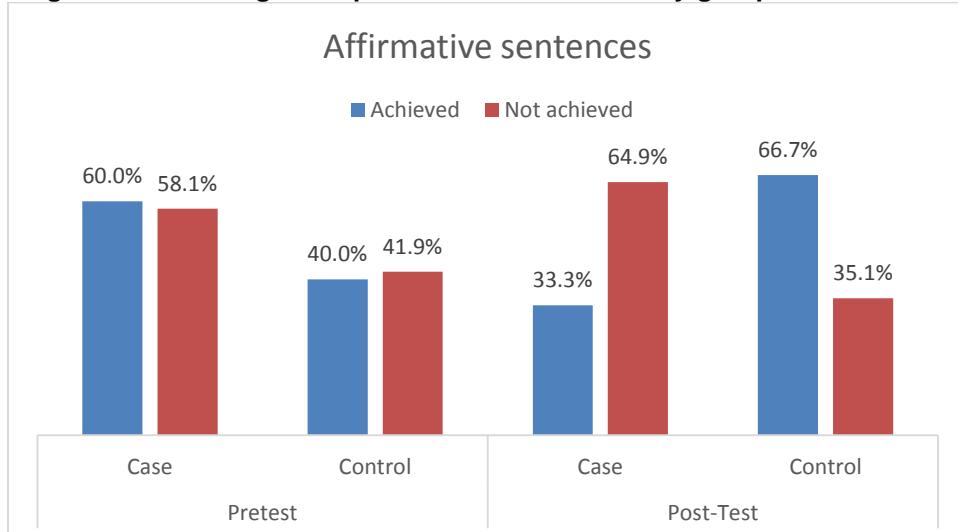
Group		Affirmative sentences		Total	P	
		Achieved	Not achieved			
Pre-Test	Treatment	f	9	18	27	
		%	60.0%	58.1%	58.7%	
	Control	f	6	13	19	
		%	40.0%	41.9%	41.3%	
Total		f	15	31	46	
		%	100.0%	100.0%	100.0%	
Post-Test	Treatment	f	3	24	27	
		%	33.3%	64.9%	58.7%	
	Control	f	6	13	19	
		%	66.7%	35.1%	41.3%	
Total		f	9	37	46	
		%	100.0%	100.0%	100.0%	

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

Figure 8 shows the percentage of improvement of the CG 40% in pre-test and 66.7% in post-test. However, no association was found between the achievement and the group.

Figure 8: Percentage Comparison of achievement by groups in Pre and Post Test



Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

In Table 9 it is possible to see the *p* value was 0.068 which is greater than 0.05, so, it is not possible to conclude that there is a significant statistical difference between the treatment period and the achievement of the TG.

Table 9: Statistical Significance of Pre-test and Post-test in Negative Sentences

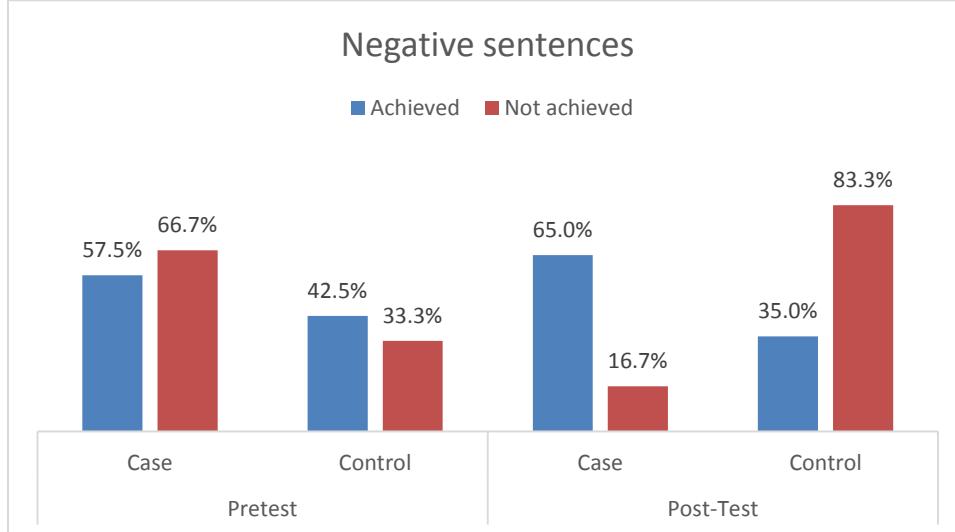
Group		Negative sentences		Total	P	
		Achieved	Not achieved			
Pre-Test	Treatment	f	23	4	27	
		%	57.5%	66.7%	58.7%	
	Control	f	17	2	19	
		%	42.5%	33.3%	41.3%	
Total		f	40	6	46	
		%	100.0%	100.0%	100.0%	
Post-Test	Treatment	f	26	1	27	
		%	65.0%	16.7%	58.7%	
	Control	f	14	5	19	
		%	35.0%	83.3%	41.3%	
Total		f	40	6	46	
		%	100.0%	100.0%	100.0%	

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

In Figure 9, apparently Negative sentences show an improvement in the TG after the treatment period which is noticed in the percentage from 57.5% to 65.0%, however the significance does not agree with the percentage.

Figure 9: Percentage Comparison of achievement by groups in Pre and Post Test



Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

In Question form, put in the right order, no significant statistical difference was found before or after the treatment period. See table 10

Table 10: Statistical Significance of Pre-test and Post-test in Question form, Put in the Right Order

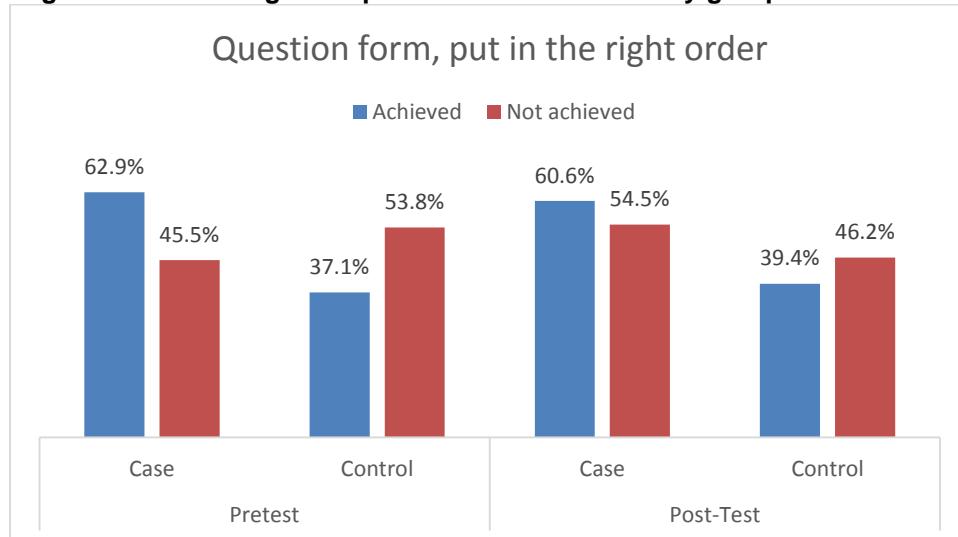
Group			Question form, put in the right order		Total	p	
			Achieved	Not achieved			
Pre-Test	Treatment	f	22	5	27	0.484	
		%	62.9%	45.5%	58.7%		
	Control	f	13	6	19		
		%	37.1%	54.5%	41.3%		
Total		f	35	11	46	0.675	
		%	100.0%	100.0%	100.0%		
Post-Test	Treatment	f	20	7	27		
		%	60.6%	53.8%	58.7%		
	Control	f	13	6	19		
		%	39.4%	46.2%	41.3%		
Total		f	33	13	46		
		%	100.0%	100.0%	100.0%		

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

In Figure 10, a slight increase in the achievement of the CG in post- test is noticed, however there is no association between the achievement and the group.

Figure 10: Percentage Comparison of achievement by groups in Pre and Post Test



Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

In the variable Correct Question Form, Table 11, there was no significant statistical difference between the achievement of the two groups. The *p* value was 0.107 after the treatment period, which is greater than 0.05.

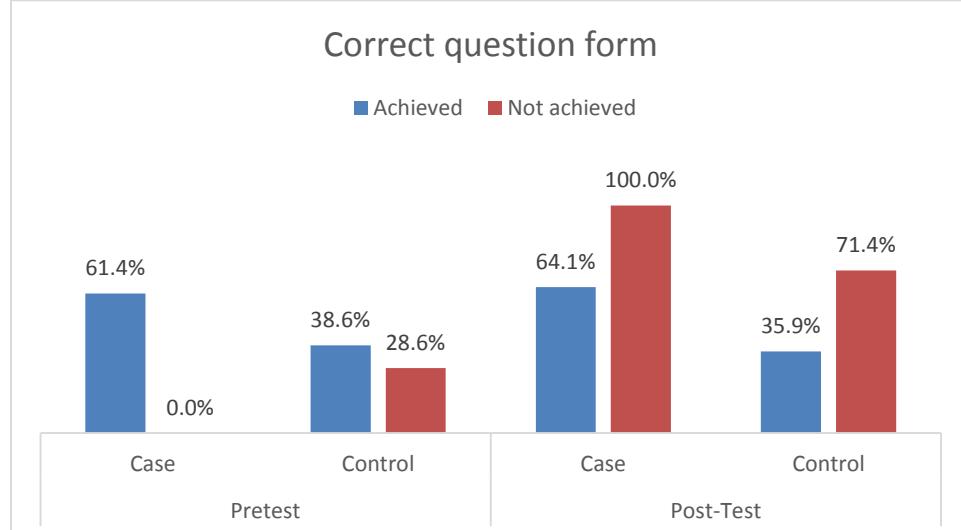
Table 11: Statistical Significance of Pre-test and Post-test of Correct Question Form

Group		Correct question form		Total	<i>p</i>	
		Achieved	Not achieved			
Pre-Test	Treatment	f	27	0	27	
		%	61.4%	0.0%	58.7%	
	Control	f	17	2	19	
		%	38.6%	100.0%	41.3%	
Total		f	44	2	46	
		%	100.0%	100.0%	100.0%	
Post-Test	Treatment	f	25	2	27	
		%	64.1%	28.6%	58.7%	
	Control	f	14	5	19	
		%	35.9%	71.4%	41.3%	
Total		f	39	7	46	
		%	100.0%	100.0%	100.0%	

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.
Prepared by: Consultora Cabrera & Andrade. 2014.

Despite a difference in the percentage reached by TG after the treatment period which is 64.1%, an association between the group and the achievement was not found, see Figure 11.

Figure 11: Percentage Comparison of achievement by groups in Pre and Post Test



Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.
Prepared by: Consultora Cabrera & Andrade. 2014.

The results in Table 12 shows independence at the beginning as well as the end of the treatment period in both groups, the p value was 1.000, which is greater than 0.05

Table 12: Statistical Significance of Pre-test and Post-test in Complete Sentences with Irregular Verbs

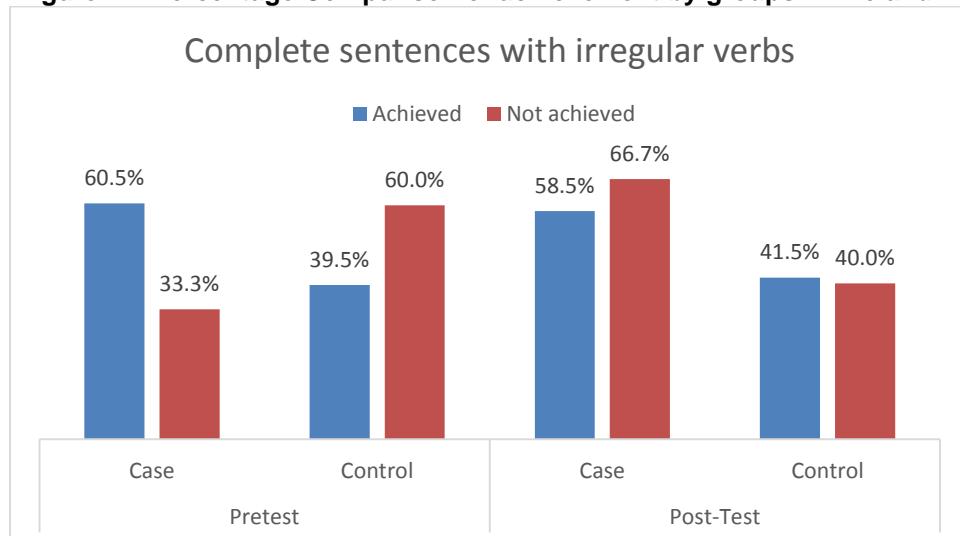
Group		Complete sentences with irregular verbs		Total	p	
		Achieved	Not achieved			
Pre-Test	Treatment	f	26	1	27	
		%	60.5%	33.3%	58.7%	
	Control	f	17	2	19	
		%	39.5%	66.7%	41.3%	
Total		f	43	3	46	
		%	100.0%	100.0%	100.0%	
Post-Test	Treatment	f	24	3	27	
		%	58.5%	60.0%	58.7%	
	Control	f	17	2	19	
		%	41.5%	40.0%	41.3%	
Total		f	41	5	46	
		%	100.0%	100.0%	100.0%	

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

Although the CG got a slightly increased percentage in the post-test, there is no association between the achievement and the group.

Figure 12: Percentage Comparison of achievement by groups in Pre and Post Test



Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.

Prepared by: Consultora Cabrera & Andrade. 2014.

Past simple: Irregular verbs in Table 13 shows there is no significant statistical difference between the achievement of both groups, the *p* value was 0.165 greater than 0.05.

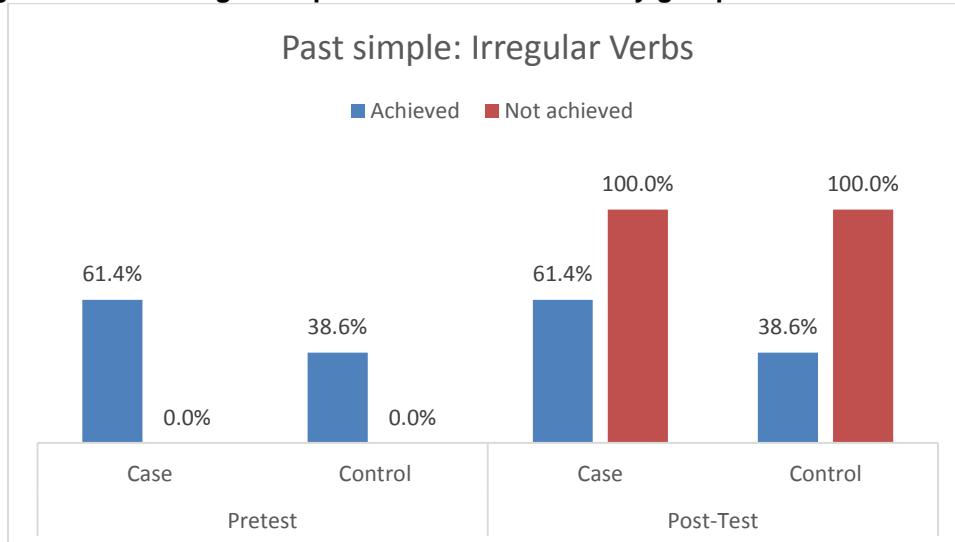
Table 13: Statistical Significance of Pre-Test and Post—test in Past Simple: Irregular Verbs Percentage

Group			Past simple: Irregular Verbs		Total	<i>p</i>	
			Achieved	Not achieved			
Pre-Test	Treatment	f	27	0	27	0.165	
		%	61.4%	0.0%	58.7%		
	Control	f	17	2	19		
		%	38.6%	100.0%	41.3%		
Total		f	44	2	46		
		%	100.0%	100.0%	100.0%		
Post-Test	Treatment	f	27	0	27	0.165	
		%	61.4%	0.0%	58.7%		
	Control	f	17	2	19		
		%	38.6%	100.0%	41.3%		
Total		f	44	2	46		
		%	100.0%	100.0%	100.0%		

Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.
Prepared by: Consultora Cabrera & Andrade. 2014.

In Figure 12 it can be noticed that the percentages reached for both groups CG and TG remain stable before and after the treatment period.

Figure 13: Percentage Comparison of achievement by groups in Pre and Post Test



Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School.
Prepared by: Consultora Cabrera & Andrade. 2014.

4.2. Research objective two:

To provide an overview of teachers' attitudes towards teaching English Grammar and methods they use for grammar instruction

To achieve this objective, one research method was adopted: an interview with five English teachers.

Interview

The purpose of the interview was to discover a teachers' overall approach to teaching grammar and the methods used for grammar instruction. Five English teachers were chosen for the interview: the teacher involved in this research and four who do not work for the High School where the investigation was carried out. The table below detailed the interviewees.

Presentation of interviewees

Name	Age	English Teacher since	Teaching Grade	Public High School	Private High School
Helen	29	2011	1 st Bachillerato	X	
Adriana	31	2008	10 th . Grade and 1 st . Bachillerato		X
Tania	27	2011	1 st . Bachillerato		X
Carlos	35	2009	2 nd . Bachillerato	X	
Marlon	43	1999	2 nd and 3 rd . Bachillerato	X	

The length of the interview was forty minutes. The interviewees were given the option to respond to questions in either English or Spanish. These interviewees responded in English, and the interviews were audio recorded and were also

transcribed. The teacher, who was in charge of teaching in this research, is Teacher number 1.

Each piece of data collected through the interview process was analyzed separately according to the themes related to the research objectives.

The data obtained covered the following themes:

Teacher 1

How do you teach grammar normally?

The teacher explains that she teaches grammar in this way: She presents a sentence and reviews the sentence structure with the students having to discover the grammar rules on their own. Then she gives some extra examples and asks the students to find out the rules for themselves, using an inductive way of teaching. (Notice once again that the teacher is not using the pure Communicative Approach, she is following the instructions given in the book level 2). However, with this approach sometimes the students seemed to have greater difficulty understanding the rules of grammar at the beginning, but were able to pick them up after a relatively short period of time.

What are the advantages of teaching the way you do?

She says that this approach enables the students to clearly understand the rules and therefore, they can follow the patterns making it easier for them to create or produce new sentences. Furthermore, they can create new models of questions following the patterns.

Are there any disadvantages with your way of teaching?

She agrees that there are some disadvantages to this way of teaching. The major disadvantage is that it limits the length and complexity of the sentences produced. The students are often unable to expand or produce longer sentences or compound sentences. The students also had difficulty expanding their vocabulary.

Do you and your students have access to computers and the Internet?

The school has some computer labs, but it is often difficult to use them for English classes because the teachers of Computer Science use them a lot so that the labs are not always available when needed or it is necessary to get prior authorization from the principal and to schedule a time to use them.

Do you normally use ICT in teaching English grammar or just for this research?

The teacher mentioned that she has used the lab just two or three times previously. However, this research required her to access this resource more frequently in working with the Treatment group, something she did not normally do.

How long have you been using ICT in teaching English grammar?

The teacher said that if ICT is seen to include only the use of her computer, radio, and CD's, she has been using that type of technology for some time. But if ICT refers to the use of internet, computers, web sites, on line exercises and more, none of this has been possible as this technology has not been available. She has only used ICT for two and a half months and only with regards to this research.

How often do you use ICT in grammar teaching?

The teacher mentioned that she has only used ICT for teaching grammar for two and a half months, during the treatment period and she typically does not use ICT for teaching grammar.

What kind of resources do you use?

She says that she has used computers, videos, on line games, and various web sites. She had found certain English language web sites with exercises which allow the students to practice independently, along with CD-ROMs from other English textbooks to be particularly useful, especially with regards to listening/comprehension, activities of completion and other activities reflecting student comprehension. She agrees that the students could get better understanding of grammar points by using these resources, but she says she used them just for this research.

Are there enough resources for you to use?

She says there are not really enough resources, in addition to computer labs, where some of the computers do not work and the students have to share the computers in pairs and even, in some cases, three students to one computer. Moreover, the school has a smart-board but she does not have the opportunity to use it, even though it could be very useful to her. In this case the school has very serious administrative issues involving the person in charge of this smart-board which has prevented it being used without direct authorization. There were also not enough resources available in general.

Do you think one way of teaching is better than the other?

She thinks that each way is different and in general, some students preferred ICT because they were motivated to work with technology, to do activities by themselves, to complete exercises on the computer, and to watch videos. However, some of the students had not been exposed to this type of technology before, which is why it was difficult for them to pay attention in the class and to concentrate on doing structured activities instead of checking out other videos and even social networks. Some students also mentioned that they didn't understand the lesson on the computer and they understood better when the teacher wrote the information on the board. This is something that the teacher had not considered, as she had assumed that ICT would be popular and was herself surprised by the results.

Do you find that ICT is an aid in your teaching? Why/why not?

She responded that ICT is very helpful especially when she is looking for additional resources. It is useful when putting together a variety of activities on a different topic, and it is also possible to get a wide variety of material from the internet which makes easier to prepare activities for students.

How did the students' respond to the use of ICT in grammar teaching?

She saw that students were very interested in participating in activities with computers, and that they were very enthusiastic and really engaged in these activities. Because they were not normally exposed to this material on line, they were motivated to initiate and complete these activities. They also played games with the teacher as well as making teams to compete with each other. This not only helped them to understand the grammar better, but also helped sustain the motivation of the students.

Do you have any other comments?

From her experience she would prefer combining both methods, using the Communicative Approach to present, explain and develop the topic. (Notice that again the teacher explains the grammar) She would then use ICT to reinforce the activities with the Communicative Approach. In a complementary fashion, she would use both methods which she has found to have been very useful to her in teaching English grammar.

Teacher 2

How do you teach grammar normally?

The teacher explained that firstly, she presents to students a reading which includes the grammar point. Then, discuss the reading and finally she introduces the grammar to the students, explaining each structure by giving reasons for using them. (Notice that this teacher also explains the grammar)

What are the advantages of teaching the way you do?

According to Teacher 2, giving reasons to use the grammar structures instead of grammar rules, it makes much easy for the students to understand them.

Are there any disadvantages with your way of teaching?

She said that there is a disadvantage: it is not easy to introduce grammar to students and making them to use it in real context.

Do you and your students have access to computers and the Internet?

The school, where Teacher 2 works, has an English department with technological resources which includes tablets, computers and cell phones for the students.

Furthermore, the English department has time tables for using this lab.

Do you normally use ICT in teaching English grammar?

She explains that she uses all the resources as many times as possible for her classes.

How long have you been using ICT in teaching English grammar?

The teacher has been using ICT in teaching English grammar for five years.

How often do you use ICT in grammar teaching?

She explained that in the High School where she works, it is mandatory to use technology at least once a week.

What kind of resources do you use?

The teacher said that she uses videos, interviews, readings, blogs, among others

Are there enough resources for you to use?

The teacher considers that there are enough resources to use, but she has to be very careful choosing the right resources to teach because some of them are better for specific areas of teaching languages and others do not work very well.

Do you think one way of teaching is better than the other?

She thinks that it depends on the group she works with. Sometimes she prefers to combine different approaches during the classes to keep the students' attention.

Do you find that ICT is an aid in your teaching? Why/why not?

She answered that ICT is an aid in her teaching because with resources available and a variety of activities, so the class becomes more interesting for the students.

How did the students' respond to the use of ICT in grammar teaching?

She said that students love it because it's different than only using a text and a notebook.

Do you have any other comments?

The Teacher responded that ICT is very important to keep English classes very active. A good combination of Communicative Approach and ICT is ideal for student's motivation and the right atmosphere to teach.

Teacher 3

How do you teach grammar normally?

The teacher explained that normally, she presents grammar structures in context. Those contexts should be meaningful for the students. She presents examples according to the students interests or likes.

Once the structure is presented, she explains the structures and how to form sentences (Notice the teacher is explaining the grammar). She uses videos from the web. She asks for more examples to create contexts so as to the students write more examples on the board. Finally, using the students' examples she checks and corrects the mistakes with the class.

What are the advantages of teaching the way you do?

She says that students can infer the structure and how to use it through the examples. Then the students understand how the structure really works. She motivates the students through the games and, at the same time, she corrects the mistakes.

Are there any disadvantages with your way of teaching?

She doesn't think there is any disadvantage with her way of teaching, because it works for her.

Do you and your students have access to computers and the Internet?

She mentioned that the High school has easy access to computers and internet for both students and teachers.

Do you normally use ICT in teaching English grammar?

She said that she uses all the time ICT in teaching English grammar because the students are more active.

How long have you been using ICT in teaching English grammar?

The teacher explained that she has been using ICT for the last three years in the High School where she is working.

How often do you use ICT in grammar teaching?

She said she uses ICT for teaching English all the time. ICT helps her to create real contexts for learning.

What kind of resources do you use?

She explained that she uses videos, online exercises, interactive games, platforms, social networks.

Are there enough resources for you to use?

The teacher said that there are enough resources for using.

Do you think one way of teaching is better than the other?

She answered that there is just one better way of teaching which is loving what you do.

Do you find that ICT is an aid in your teaching? Why/why not?

The teacher said that there is no doubt that ICT is an amazing aid for her teaching because provides a variety of exercises, assignments, videos, songs, social networks, blogs, wikis, etc. to create real context for the students

How did the students' respond to the use of ICT in grammar teaching?

The teacher mentioned that she has seen the students are really motivated which helps to keep their attention and interest during the classes.

Do you have any other comments?

No comments.

Teacher 4

How do you teach grammar normally?

The teacher explained that he usually presents the structures by means of song lyrics in order to keep the attention in the context. He does not explain the rules of grammar because the students have to infer them. (Notice this teacher uses pure Communicate Approach)

What are the advantages of teaching the way you do?

He said that he feels students get engaged once the song or video clip is introduced, after a short period of time, the students can understand the grammar rules and reproduce the sentences by using the structures inferred.

Are there any disadvantages with your way of teaching?

He mentioned that no in the way itself. However, having a big class, it makes a bit difficult to have all students participating in an effective manner.

Do you and your students have access to computers and the Internet?

The teacher mentioned that the High school has a compu –lab with easy internet access for students and teachers.

Do you normally use ICT in teaching English grammar ?

He said that he uses ICT as much as possible in his classes, and the students expect him to use, in this way students are really motivated.

How long have you been using ICT in teaching English grammar?

He said that he has been using ICT in teaching English grammar for about three years.

How often do you use ICT in grammar teaching?

He explained that he uses ICT twice or three times a week, in average.

What kind of resources do you use?

He usually uses videos, songs, and webpages, depending on what his students need. Additionally, he recommends to his students, the use of links according to the grammar point they are studying.

Are there enough resources for you to use?

The teacher considered that there are plenty of resources on the internet to use them into the classroom.

Do you think one way of teaching is better than the other?

He answered that all the ways of teaching can be better if teachers use them wisely and skillfully.

Do you find that ICT is an aid in your teaching? Why/why not?

The teacher agreed that ICT is an aid in his teaching, because it saves a lot of time for preparing English classes and it is attractive to students to work with.

How did the students' respond to the use of ICT in grammar teaching?

He said that the students respond positively because they have a lot of alternatives and aids when using ICT getting easily engaged.

Do you have any other comments?

No comments.

Teacher 5

How do you teach grammar normally?

The teacher explained that he presents sentences with the grammar structures that the students are studying, after that he explains the grammar to his students. (Notice that the teacher explains the grammar). When the students are completely certain about the rules, they reproduce the structures in new sentences which are revised for the class.

What are the advantages of teaching the way you do?

He mentioned that there is a good advantage of teaching in the way he does and it is that the students really understand the grammar rules to use in new utterances and getting accuracy in the sentences.

Are there any disadvantages with your way of teaching?

The teacher declared that there is no disadvantages in his way of teaching due to the results of learning are clear through students' performance.

Do you and your students have access to computers and the Internet?

The teacher explained that students and teachers have access to internet, however the access to the computers are quite difficult because of administrative problems due to there is any person responsible for organizing the time table for teachers.

Do you normally use ICT in teaching English grammar ?

He responded that when it is possible to get access to the compu lab, he does it, mainly when he teaches grammar.

How long have you been using ICT in teaching English grammar?

The teacher said that he has been using ICT just two years ago since the government implemented technological resources in his high school.

How often do you use ICT in grammar teaching?

He responded that he uses ICT especially for teaching grammar which means probably once a week.

What kind of resources do you use?

He answered that he uses web sites with online tests, videos, blogs.

Are there enough resources for you to use?

According to him, there are not enough resources due to students have to share the computers for attending the classes.

Do you think one way of teaching is better than the other?

The teacher explained that one way of teaching is better than the other is not possible to say due to each teacher has her or his own style which depends on how students interact with him or her. Mostly, the best way of teaching is to get a good relation with the students.

Do you find that ICT is an aid in your teaching? Why/why not?

The teacher agrees that ICT is an aid in his teaching because ICT provides a lot of activities to create real contexts for students.

How did the students' respond to the use of ICT in grammar teaching?

He has seen that his students are highly motivated when the grammar class is using ICT. In addition, students are easily engaged with the activities.

Do you have any other comments?

The teacher remarked that a success class depends on how the teacher is interacting with the students, it does not matter the approach, the most important part in teaching is how the teacher engage the students in the activities.

4.3. Research objective three:

To compare and contrast experiences of students who learned English Grammar through the use of ICT with students who learned it through the Communicative Approach.

This objective aimed to investigate and compare the experiences of students who have learned English Grammar through the use of ICT with students who have learned it through the Communicative Approach.

To achieve this objective one research method was adopted which involved administering a survey to both the Control Group and the Treatment Group.

Survey Study

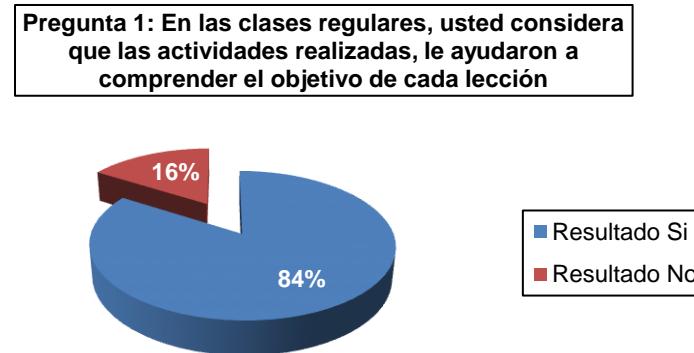
The same population of forty six students, were surveyed as tested. The participants were given the questionnaires individually, and they were given an enough time to complete and return them to the researcher. Two structured questionnaires were developed for the survey study. The questionnaires were written in Spanish because of the limited English proficiency of the students. The questionnaire for the Control Group consisted of Likert Scales in questions two, three, and four, a dichotomous question in question one and an open question in number five. The questionnaire for the Treatment Group was comprised of Likert Scales in questions two, three, and four, and an open-question in numbers one and five. (See appendix 7).

The following pie charts show the results of the questionnaires

4.3.1. Control Group, Student's Questionnaire of learning experience

Question 1: In regular classes, you consider that the activities developed, helped you to understand better the objective of each lesson?

The figure 14 represents the understanding of the objectives during the classes through the activities developed. 84% of the students understood the objective in each lesson, and only 16% did not understand.

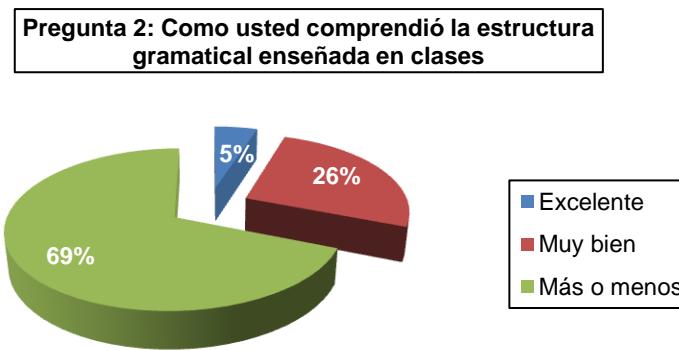
Figure 14: Control Group, Question 1

Source: 1st. year of Bachillerato Informática, Febres Cordero High School

Prepared by: Jeaneth Barriónuevo. 2013

Question 2: How do you understand the grammar structure taught in class?

Figure 15, explains that 69% of the students understood the grammar structure *more or less*; 26% *very well*, and just 5% *excellent*.

Figure 15: Control Group, Question 2

Source: 1st. year of Bachillerato Informática, Febres Cordero High School

Prepared by: Jeaneth Barriónuevo. 2013

Question 3: Indicate from 1 to 5 (5 like a lot; 4 like; 3 more or less; 2 little; 1 don't like) how much you like the activities developed during the classes.

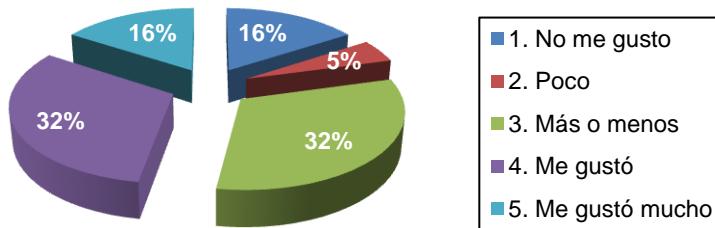
3.1. Individual work

Figure 16 shows how much the students prefer *Individual work*. 32% of the students *liked*, and 32% *more or less*; 16% *did not like*; another 16% *liked a lot*; and just 5% *liked a little*.

Pregunta 3: según las Actividades ejecutadas en la clase: ¿Señale en la escala de 1 a 5 en qué medida le gustaron las actividades durante las clases?

Figure 16: Control Group, Question 3.1

3.1 Actividad: Trabajo individual



Source: 1st. year of Bachillerato Informática, Febres Cordero High School

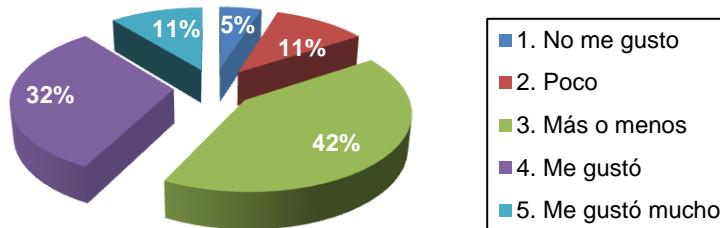
Prepared by: Jeaneth Barrionuevo. 2013

3.2. Work in pairs

Figure 17. 42% of students liked work in pairs *more or less*, 32% *liked*, and 11% *liked a lot* and in equal percentage *a little*. Just 5% *did not like*.

Figure 17: Control Group, Question 3.2

3.2 Actividad: Conversaciones en parejas



Source: 1st. year of Bachillerato Informática, Febres Cordero High School

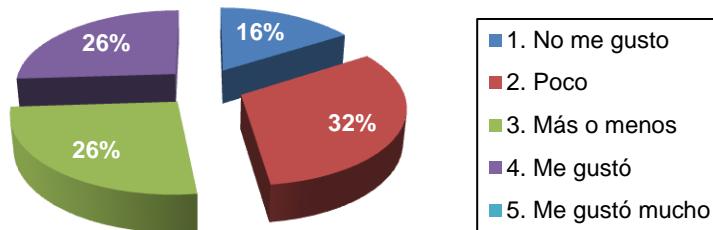
Prepared by: Jeaneth Barrionuevo. 2013

3.3. Dialogue completion

Figure 18. 26% of the students *liked* Dialogue completion and 26% *liked more or less*, 32% *a little*, and 16 % *did not like*.

Figure 18: Control Group, Question 3.3

3.3 Actividad: Completar diálogos



Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School

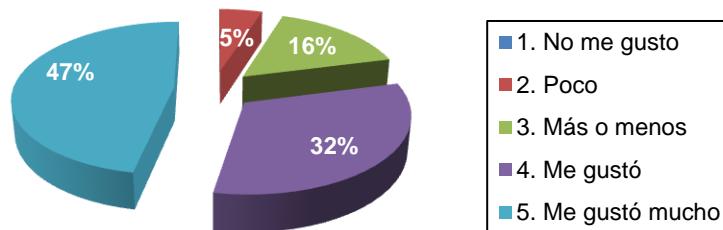
Prepared by: Jeaneth Barrionuevo. 2013

3.4. Teacher's explanation

Figure 19, 47% of the students *liked a lot* the Teacher's explanation; 32% *liked*; 16 % *liked more or less*; and 5% *a little*.

Figure 19: Control Group, Question 3.4

3.4 Actividad: Explicación de la profesora



Source: 1st. year of Bachillerato Informática, Febres Cordero High School

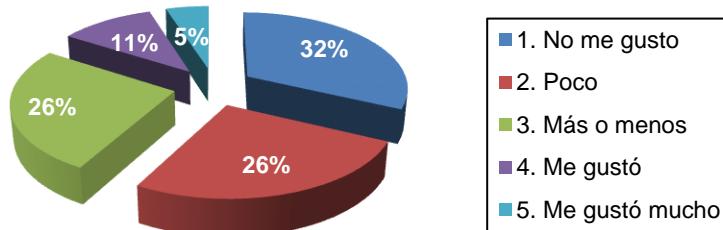
Prepared by: Jeaneth Barrionuevo. 2013

3.5. Speak English in class

Figure 20, shows that 32% of the students *did not like* Speak English in class; 26% liked *more or less* and 26% *a little*; 11% *liked*; and only 5% *liked a lot*.

Figure 20: Control Group, Question 3.5

3.5 Actividad: Hablar inglés en la clase

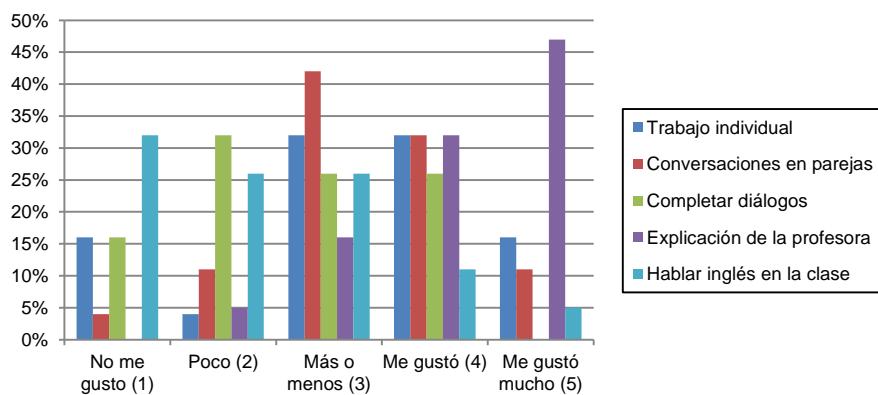


Source: 1st. year of Bachillerato Electrónica and Informática, Febres Cordero High School

Prepared by: Jeaneth Barrionuevo. 2013

To sum up, figure 21 represents all the activities that students had during the treatment period. It is possible to see that students *liked a lot* the Teacher's explanation. The activities they *liked* were Work in pairs. Students liked more or less Work in pairs. They liked *a little* Dialogue completion and they *did not like* Individual work.

Figure 21: Control Group: Activities students prefer better in class



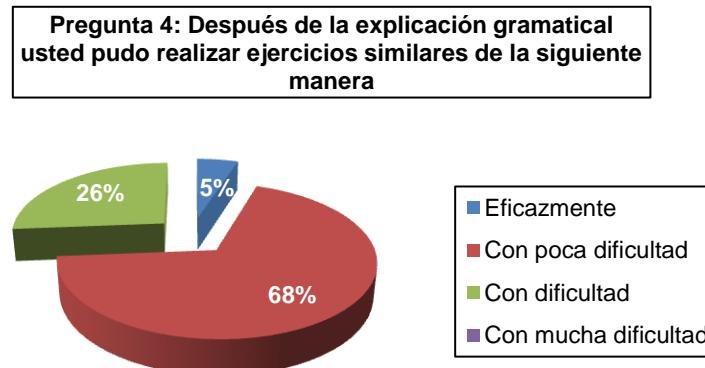
Source: 1st. year of Bachillerato Informática, Febres Cordero High School

Prepared by: Jeaneth Barrionuevo. 2013

Question four: After the grammar explanation, how could you do similar exercises: efficiently, with a little difficulty, with difficulty, with a lot of difficulty.

In Figure 22 68% of the students responded that they could make similar exercises with a *little difficulty*; 26% with *difficulty*; and 5% *efficiently*.

Figure 22: Control Group, Question 4



Source: 1st. year of Bachillerato Informática, Febres Cordero High School

Prepared by: Jeaneth Barriónuevo. 2013

Question five: For the next year, would you like to work with the same method in the classroom or would you prefer to use other resources?

Figure 23 shows that 47% of the students prefer to keep the same method in class. However, 42% suggested that teachers should have different methods of teaching. 11% do not answer.

Figure 23: Control Group, Question 5



Source: 1st. year of Bachillerato Informática, Febres Cordero High School

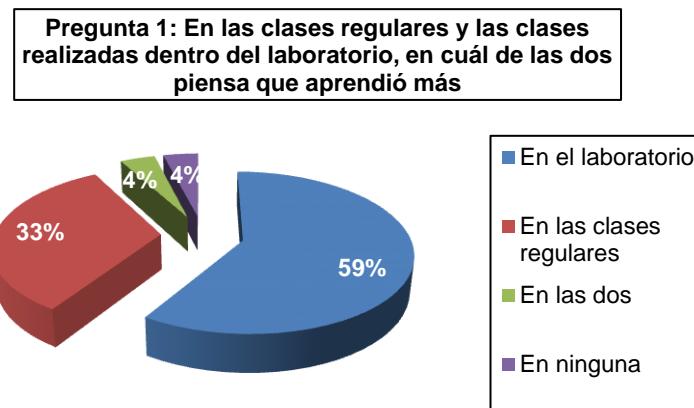
Prepared by: Jeaneth Barriónuevo. 2013

4.3.2. Treatment Group, Student's Questionnaire of learning experience

Question 1: In which class do you think you learn better: in the classroom or in the lab?

Figure 24 shows that 59% of the students think they learned better in the computer lab; 33% in the classroom; 4% in both; and 4% in any.

Figure 24: Treatment Group, Question 1



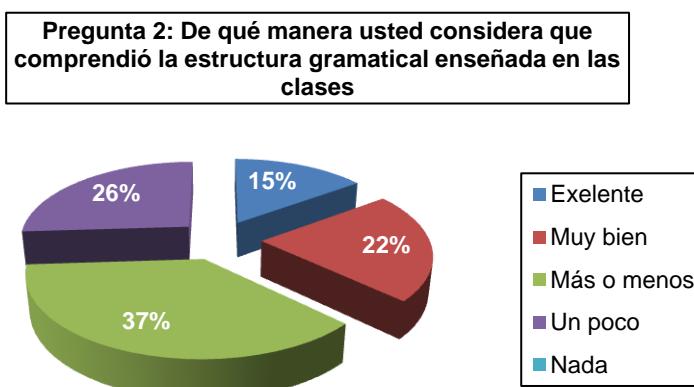
Source: 1st. year of Bachillerato Electrónica, Febres Cordero High School

Prepared by: Jeaneth Barrionuevo. 2013

Question 2: How do you understand the grammar structure taught in class?

Figure 25 shows that 37% of the students understood the grammar structure *more or less*; 26% *a little*; 22% *very well*; and 15% *anything*

Figure 25: Treatment Group, Question 2



Source: 1st. year of Bachillerato Electrónica Febres Cordero High School

Prepared by: Jeaneth Barrionuevo. 2013

Question 3: Indicate from 1 to 5 (5 like a lot; 4 like; 3 more or less; 2 little; 1 don't like) how much you like the activities developed during the classes.

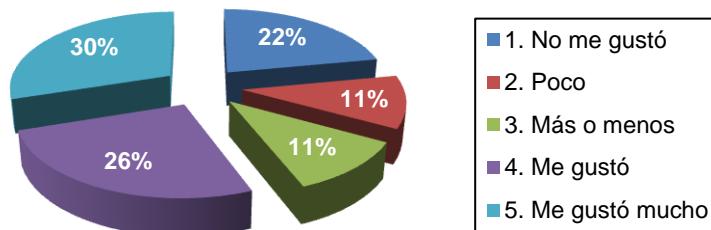
3.1. Video

Figure 26 shows that 30% of the students *liked a lot* watch videos; 26% *liked*; 22% *did not like*; 11% *liked more or less* and 11% *a little*

Pregunta 3: según las actividades ejecutadas en la clase: ¿Señale en la escala de 1 a 5 en qué medida le gustaron las actividades durante las clases?

Figure 26: Treatment Group, Question 3.1.

Actividad 3.1: Video



Source: 1st. year of Bachillerato Electrónica Febres Cordero High School

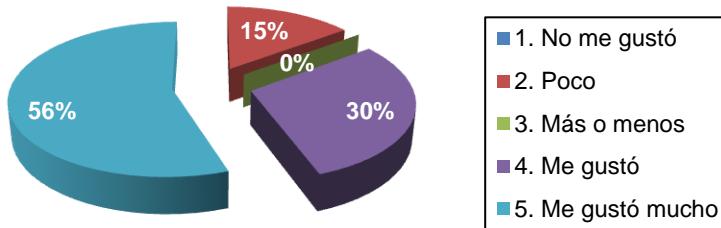
Prepared by: Jeaneth Barrionuevo. 2013

3.2. Internet games

Figure 27 shows that 56% of students *liked a lot* internet games; 30 % *liked*; 15% *a little*; 0% *did not like*.

Figure 27: Treatment Group, Question 3.2.

Actividad 3.2: Juegos de internet



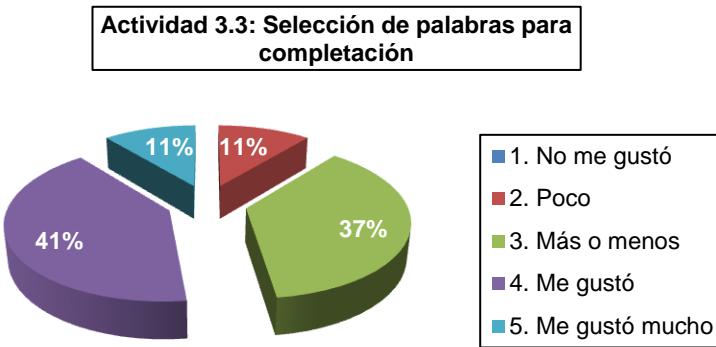
Source: 1st. year of Bachillerato Electrónica Febres Cordero High School

Prepared by: Jeaneth Barrionuevo. 2013

3.3. Selection of words for completion

Figure 28 shows that 41% of the students *liked* the selection of words for completion; 37% *more or less*; 11% *a little* and 11% *did not like*

Figure 28: Treatment Group, Question 3.3.



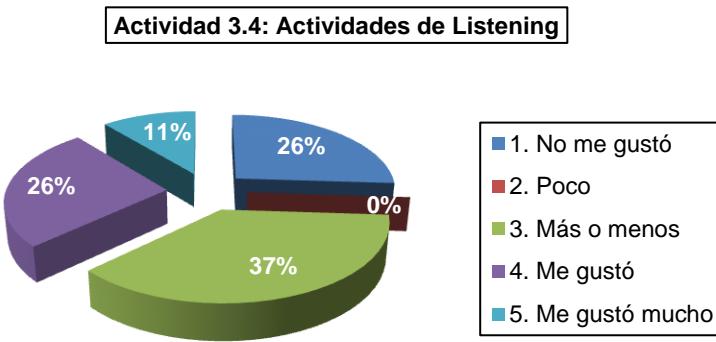
Source: 1st. year of Bachillerato Electrónica Febres Cordero High School

Prepared by: Jeaneth Barrionuevo. 2013

3.4. Listening Activities. Some listening activities were taken from the same book used by both groups, and others were selected from the Internet.

Figure 29 shows that 37% of the students liked *more or less* Listening activities; 26% *liked*; 26% *did not like*; and 11% *liked a lot*.

Figure 29: Treatment Group, Question 3.4



Source: 1st. year of Bachillerato Electrónica Febres Cordero High School

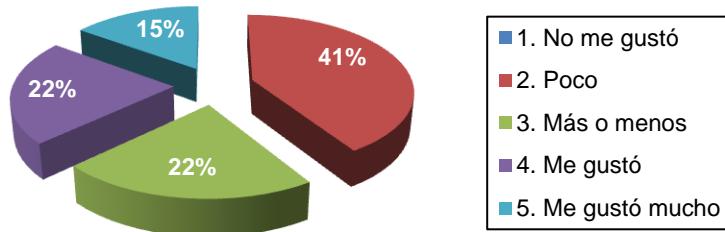
Prepared by: Jeaneth Barrionuevo. 2013

3.5. Work on the computer

Figure 30 shows that 41% of the students liked *a little*; 22% liked *more or less* and 22% *liked*; 15% *did not like*. 0% *liked a lot*.

Figure 30: Treatment Group, Question 3.5

Actividad 3.5: Trabajo con el Computador

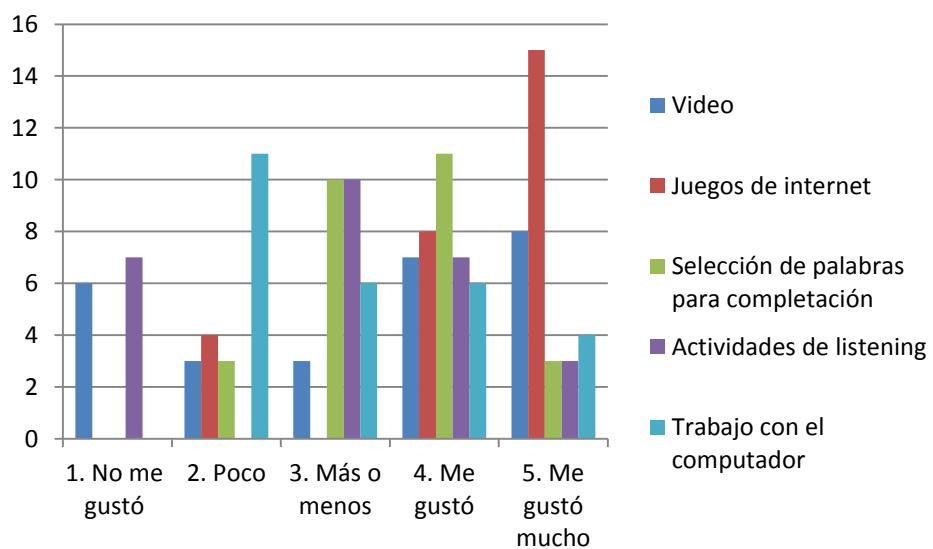


Source: 1st. year of Bachillerato Electrónica Febres Cordero High School

Prepared by: Jeaneth Barrionuevo. 2013

To sum up, figure 27 shows that students *liked a lot the Teacher's explanation*, they *liked Selection of words for completion*, Students *liked more or less Listening activities*. *Working with the computer liked a little* and *Listening activities did not like*.

Figure 31: Treatment Group, Activities students prefer better in class



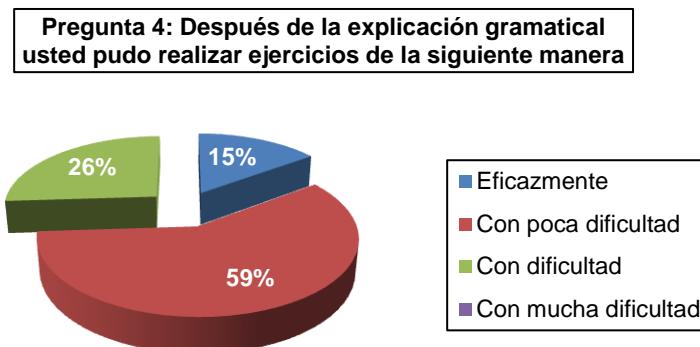
Source: 1st. year of Bachillerato Electrónica Febres Cordero High School

Prepared by: Jeaneth Barrionuevo. 2013

Question four: After the grammar explanation, how could you do similar exercises: efficiently, with a little difficulty, with difficulty, with a lot of difficulty.

Figure 32 shows that 59% of the students could do similar exercises *with a little difficulty*; 26% *with difficulty*; 15% *efficiently* and 0% *a lot of difficulty*.

Figure 32: Treatment Group, Question 4



Source: 1st. year of Bachillerato Electrónica Febres Cordero High School

Prepared by: Jeaneth Barriónuevo. 2013

Question five: For the next year, would you like to work with the same method in the classroom or would you prefer to use other resources?

Figure 33 shows that 78% of the students prefer to work in the compu-lab; 19% in the classroom; and 4% in both.

Figure 33: Treatment Group, Question 5



Source: 1st. year of Bachillerato Electrónica Febres Cordero High School

Prepared by: Jeaneth Barriónuevo. 2013

CHAPTER V DATA ANALYSIS AND INTERPRETATION

This chapter will focus on the analysis and interpretation of the data collected in order to test the hypothesis and answer the related research questions.

The first analysis and interpretation of data is based on the results of the tests. The second analysis is based on the results of the interview and questionnaire. The third analysis addresses the research questions.

5.1. Analysis of the pre and post-test.

Of the thirteen variables studied, four were achieved with regards to the results obtained after the treatment period was completed. These included:

Verbs in Present Simple, Use Simple Present or Present Continuous, Negative Sentences Simple Present or Present Continuous, Complete sentences Simple Present or Present Continuous, all of which were to have been accepted if they resulted in $p < 0.05$ statistical significance with regards to the association between the achievement in the grammar points and the groups, which was in fact the case.

Apparently, the Control Group had successfully achieved in one variable: Verbs in Past Simple. However, because the statistical significance appears in both Pre-test and Post-test, it was not possible to determine the association between the achievement of the grammar points and the Control Group. The behavior in this variable is very interesting due to the fact that the association appeared before the treatment period, which makes us question why and how this group had the association before the treatment period.

The variables which the students failed with both methods were with regards to the following topics:

Verbs in Present Continuous

Question form Simple Present or Present Continuous

Affirmative sentences (Past Tense)

Negative sentences (Past Tense)

Question form, put in the right order (Past Tense)

Correct question form (Past Tense)

Complete sentences with irregular verbs (Past Tense)

Past Simple: Irregular Verbs.

According to the hypothesis stated in this thesis which says “Teaching English Grammar is more effective through ICT than the Communicative Approach” and the results obtained after the treatment period, the hypothesis is only partially accepted due to the fact that only four of the variables achieved statistical significance.

The problems found during the treatment period which may have caused these results are as follows:

In the high school, where this research took place, some of students were not able to use the computer during the classes. Moreover, the teacher had assumed that everyone would like ICT, however some students complained about how hard it was for them to understand the class while at the same time trying to learn to use the computer, a factor not taken into account as a possible problem in the classroom.

One possible explanation is that in the high school where the research took place, there is little access to computers and internet for either students or teachers who are not affiliated with the Computer Science department. In order to schedule the lab to work with students, it is necessary to handle administrative problems related to getting the authorization for the use of the compu-labs. As a consequence, the students in this high school have generally not had prior experience in using computers for English classes.

Another explanation may have been that this high school has a technical orientation. The students want to become technicians in specific areas and to begin working as soon as they have completed their bachillerato due to social and economic conditions. Therefore, the lack of the facilities such as a personal computer and an internet connection at home may have affected their performance in using computers in the high school setting.

Another problem that occurred during the treatment period was that the teacher found that the students often did not pay attention to the explanations in class because they were distracted with internet web sites, videos or social networks. One possible explanation of this might be that many of the students had no access to the internet at home or at the school, and for them this was a new experience and they were trying to take advantage of their time in the compu-lab to explore this new way to connect with the world around them.

Another problem that occurred at the end of the treatment period was with the application of the post-test which was done in one day and not in two days as the pre-test. With regards to this problem, the explanation was that the students were at the end of the scholastic year, and they had a lot of activities to conclude and the two days that had been assigned previously to the post test had to be reduced to just one day and two class hours which may also have affected the results obtained.

What was most significant for the teacher was the increased enthusiasm of the students participating in the activities with computers, and that they were really engaged in these activities, suggesting that motivation could have been a determining factor in getting the improved results.

5.2. Analysis of the questionnaire and the interview

5.2.1. Analysis of the student's questionnaire

The Student's experience through both methods, The Communicative Approach and ICT, gave the following results:

Both the Control group and the Treatment group were able to understand the objectives in each class, and were able to reproduce the exercises more or less accurately. Since most of the explanations in both classes were given in English and after that in Spanish, the use of both languages could explain why the students were able to understand the objectives in each class. However when it became necessary to apply the grammar rules, they experienced more difficulty.

The activities the students preferred during the classes were in the following order: Teacher's explanation, Individual work and Pair work. The student's preference for Teacher's explanations was explained by the fact that the students found the teacher's explanations interesting and informative and hence helpful to them.

Most of the students could reproduce the exercises with little difficulty. For the next scholastic year they expressed preference for the Communicative Approach along with use of compu-lab.

On the other hand, the Treatment Group believes that they learned a lot in the compu-lab and this belief was validated in part by the conclusions. Four of the thirteen variables were validated and were statistically significant.

With regards to the issue of learned grammar structure, the students answered they had learned "more or less". The three activities they liked the best were in the following order: Internet games, video and individual work in the computer. What is interesting in this analysis is that even though the students could not work autonomously in the computer, and they were forced to take turns using the computers, they really liked the short period of time they had been working independently .

After some initial orientation, the students could reproduce the exercises with little difficulty and preferred to work in the lab rather than in the classroom. Taking into consideration the students' experience with both methods it is possible to see that they responded positively to a change in their normal activities by going to the compu-lab, so that motivation may have been a primary factor in maintaining the enthusiasm in the students but not enough for getting optimum results in improving English grammar.

5.2.2. Analysis of the Teachers' interview.

The teacher 1

According to the teacher in charge of the application methods, teaching grammar using the Communicative Approach has some advantages and some disadvantages. One advantage was that after a short period of inferring the grammar points, the students clearly understood the rules and could follow the patterns to create new sentences. However, as mentioned previously, the teacher is not really using the pure Communicative Approach.

A disadvantage was noted with regards to limitations of the length and complexity of the sentences produced by the students, in addition to the difficulty the students had in expanding their vocabulary. Probably this is the reason why the students in the Control group did not achieve any of the objectives with regards to the grammar points. However, in the Treatment Group, even though they had achieved only four of a possible thirteen variables, the exposure to online material may have served to reinforce the grammar structures.

In the high school where this research was carried out, it was difficult to get access to computers and internet for teaching English, due primarily to the difficulty getting authorization and scheduling computer time. That is why the teacher uses only her

computer, a stereo and some CDs for her normal English classes. When the teacher talked about whether she had enough resources to teach, she mentioned that in addition to the compu- lab, which most of the time is not available, the school has a smart-board, but serious administrative issues involving the person in charge have prevented it from being used without direct authorization, so it is not possible to use this incredible resource for teaching. These are some of the problems that teachers and students in this institution have to face daily, resulting in a general lack of experience on the part of the students with using computers for learning English.

Moreover, the teacher had not had much prior experience in teaching English through ICT, and had used the compu- lab just two or three times previously to this research. This is a limitation of the study that also could have affected the results of the investigation. During the treatment period the teacher used videos, on line games, web sites, CD-roms in her ICT classes to allow the students to get more practice.

With regards to which way of teaching is better, she explained that each way is different. In general, students in her classes preferred to work with technology because they were motivated to do activities that they were not normally exposed to, but for the same reason made it difficult for them to pay attention in class and to concentrate on doing structured activities instead of checking out other videos and even social networks. Thus, some students mentioned that they did not understand the lesson on the computer and they would have preferred that the teacher wrote the information on the board. This constitutes yet another factor which might have affected the results.

The teacher considered ICT to be a very helpful resource in putting together a variety of activities on different topics which in turn made it easier to prepare activities for the students. Moreover the students were very enthusiastic and really engaged in the activities, which helped them not only to better understand the grammar but also to hold their attention and hence sustain their motivation. Therefore it is felt that the results obtained in this research may be partially explained by the students' increased motivation associated with the use of ICT.

The Teachers from other institutions

The teachers explained that they teach grammar using the Communicative Approach, by presenting the structure in context and then explaining the grammar rules,

consequently the teachers are not really using the pure Communicative Approach. Just one of them works in a different way. He presents the structures by using lyrics of songs, and he does not explain the grammar rules. Therefore this teacher is using a pure Communicate Approach.

According to the teachers, teaching grammar using the Communicative Approach has some advantages. One advantage is that after a short period of inferring the grammar points, the students clearly understand the rules and can follow the patterns to create new sentences. However, as mentioned previously, the teachers are not really using the pure Communicative Approach.

A disadvantage was noted for just one Teacher, with regards to the difficulty for students to use the structures in real contexts. Furthermore, he explained that with big classes, it is difficult to have all the students participating in an effective manner. The rest of the teachers mentioned they have not found a disadvantage in the way they teach grammar.

In the high schools where the teachers interviewed work, it is very easy to get access to computers and internet for teaching English and scheduling computer time. That is why the teachers use all the resources available. When the teachers talked about whether they had enough resources to teach, they mentioned that they have all the resources available and even in one of the high schools it is mandatory the use of technological resources for teaching.

Moreover, the teachers interviewed have had experience in teaching English through ICT for minimum two years, and have used all the resources available for their classes.

With regards to which way of teaching is better, one teacher considers that combining the approaches is the best way of teaching. However, the rest of them believe that the key for a success class is to create a good relation with students, therefore the approach itself it does not matter.

The teachers considered ICT to be a very helpful resource in putting together a variety of activities on different topics which in turn make it easier to prepare activities for the students. Moreover the students are very enthusiastic and really engaged in the

activities, which help them not only to better understand the grammar but also to hold their attention and hence sustain their motivation.

5.3. Analysis of the findings in light of the research questions

In response to the first research question that was asked regarding to what extent is ICT effective in Teaching English Grammar to students of 1st year of Bachillerato at Febres Cordero High school, it could be said that the improvement in the students in the Treatment Group was only statistically significant in four of the thirteen variables: Verbs in Present Simple , Use Simple Present or Present Continuous, Negative Sentences Simple Present or Present Continuous, Complete sentences Simple Present or Present Continuous as was measured by the pre and post- test.

Greg Neal states that ICT supports the appropriate kind of learning for the information age. He observes that this technology gives the students the free time to organize the process of learning in the way they want, supporting the students' autonomy and active learning, as well as enhancing meaningful learning. Furthermore, the students incorporate new material more effectively (4). However, there is no guarantee of better learning for all students. Neal also quotes Schacter, who says, "we should not accept the rhetoric that technology makes learning easier and more efficient because ease and efficiency are not prerequisite conditions for deep and meaningful learning" (qtd. in Neal 4). In addition, as the students' interest declines throughout the middle-years of schooling, teachers should develop pedagogical practices in order to maintain the focus of the students' attention. It has been found that any approach used with ICT is a benefit for the affective learning domain such as motivation, perseverance, etc (4).

Improving student engagement to task may result in improvements in motivation, enthusiasm, and attitudes towards learning. Research on the impact of ICT consistently reports that students who have regular access and ability to use ICT demonstrate considerable improvement in these areas. Nevertheless, none of these benefits by themselves guarantees the desired result, ie., improved learning of English Grammar. However, when ICT was accompanied by good teaching with a model of effective learning, these results can be obtained (5).

This study validated the findings of the previous study.

With regards to the second set of research questions concerning to what extent the Communicative approach was effective in Teaching English Grammar to the students of first year of Bachillerato at Febres Cordero High School, it was found that in the post-test, the difference in scores between the two groups was not statistically significant.

One possible factor related to these results may have been associated with the use of the Coursebook. At the beginning of the scholastic year, the Ministry of Education did not have the coursebooks available for the students. The Teacher's guide book was also not available. The coursebook and the teacher's guide were not available until the middle of December. So from September until mid- December the teachers had to prepare the materials by themselves and this in turn may have augmented the low performance of the students, particularly in the Control Group.

Another problem that may have affected the students' performance was that the student' level of English proficiency was not sufficient to support the new materials that were presented only in English, even though the teacher had attempted to help by explaining the material a second time in Spanish.

The third research question was concerned with which approach, ICT or the Communicative Approach was more effective in Teaching English Grammar. The research determined that ICT was indeed more effective than the Communicative Approach as was demonstrated in the improvement in four grammar points.

Yong Zhao in his research "Developments in Technology and Language Learning: A Literature Review and Meta-analysis" Michigan State University , (2003) found that :

The use of ICT provides better access and exposure to linguistic and cultural material because the digital multimedia technology allows one to obtain important material more efficiently than hard copy print media or audio records. The Internet provides the learner with access to authentic news and literature in the target language, as well as instant updates on political and cultural changes that are happening on a moment to moment, basis, and provides this information more effectively than printed resources (Zhao 13-14).

In addition, the ability of computers to provide instant and individualized responses through the use of computer-based grammar checkers and spell checkers provides the

students with instant feedback by way of correction or validation. Even though it might be argued that the feedback provided by current grammar checkers is limited by their inability to perform semantic analysis and process deep level structures and may therefore not be entirely accurate, the inherent value of these tools is unquestionable and a welcome adjunct to the learning tools currently available to the teacher.

CHAPTER VI CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

The present analysis of Effectiveness of Teaching English Grammar through ICT and the Communicative Approach gave us the following results:

- ICT got better results in improvement of English grammar in students of 1st year of Bachillerato at Febres Cordero High School. The four achieved variables were accepted with the result of $p < 0.05$ which considers the association between the achievement in the grammar focus and the groups, in the following topics:

Verbs in Present Simple

Use Simple Present or Present Progressive

Negative Sentences Simple Present or Present Progressive

Complete sentences Simple Present or Present Progressive

- The variables on which the students failed with both methods were with regards to the following topics:

Verbs in Present Progressive

Question form Simple Present or Present Progressive

Affirmative sentences (Past Tense)

Negative sentences (Past Tense)

Question form, put in the right order (Past Tense)

Correct question form (Past Tense)

Complete sentences with irregular verbs (Past Tense)

Past Simple: Irregular Verbs

It is noted that both groups had problems with the questions in all cases, and might indicate an area of particular difficulty for students that will require further attention.

These results of this study may have been determined in part by:

- The insufficient number of the computers available for students required that two and even three students might need to share a computer, taking turns to

complete the activities. In some cases, students were unable to use the computer, a factor not taken into account as a possible problem in the classroom.

- Some students were using the internet to pursue their own interests and not for structured activities sometimes to the point of checking social networks and even web sites unrelated to class activities.
- Sometimes the students missed the classes because of the high school's extra-curricular activities which could have affected the continuity of the classes. This happened during the last two weeks to finish the scholastic year which could have affected the last 15 hours of teaching. An additional consequence was that the teacher had to repeat the main topic of the subsequent lesson for the first fifteen minutes, so the new class was shorter than originally intended.
- The use of the Coursebook in the two groups may have affected the results due to the fact that at the beginning of the scholastic year, the Ministry of Education did not have either the students' coursebooks or the Teacher's guide book available. These materials were not available until the middle of December. So from September until mid- December the teachers had to prepare the materials to be used in the classroom by themselves. This may have also served to lower students' performance, especially that of the Control Group.
- Another problem that could have affected the students' performance was their level of English proficiency and related ability to work with the new method and new material presented only in English, even though the teacher explained the lesson objectives in both English and Spanish, it may not have been enough to get better results.
- The application of the tests could have further affected the results of the research because the pre-test was taken in two sessions, one for Present Simple and Present Progressive with another session for Past Simple. Since the Post-test was taken in just one session, addressing both topics simultaneously which may have served to confuse the students.
- The teacher normally uses just her computer, a radio and some CDs for teaching and was allowed to use the compu-lab for this research only, which might explain her lack of experience in teaching Grammar through ICT.

TEACHER RESPONSE TO STUDY

What was most significant for the teacher was the enthusiasm of the students participating in activities with computers and their level of engagement with these activities. The use of ICT in the High School was further complicated by administrative problems in getting the authorization for using compu-labs.

STUDENTS' REONSE

The Treatment Group believes that their learning was enhanced by their experience in the compu-lab. Their achievement in four of the thirteen variables supports this conclusion.

The Control Group expressed their preference for the next scholastic year in having the Communicative Approach along with the use of the compu-lab. The Treatment Group, on the other hand expressed their preference for ICT and working in the compu-lab.

SUMMARY

Based on the students' experience with both methods of teaching it is clear that the change in the normal routine in going from the classroom to the compu-lab, was really appreciated. This in turn resulted in increased enthusiasm and motivation, which may explain their improved performance with regards to English grammar.

6.2 Recommendations

The Administration of the high school could have done a better job of scheduling the students' extra-curricular activities to prevent them from having to miss classes, which in turn affected the continuity of their coursework and hence student performance and consequently the results obtained in this study

The administration of the High School Francisco Febres Cordero is encouraged to be more cognizant of how important it is that the students get used to working with computers in order to be prepared for the demands of the new millennium and the objectives that the government has laid down with regards to education.

It would be recommended for the administration of the high school to allow the teachers of different subjects, not only Computer Science, to better achieve the goals set forth by the government with regards to innovation in education and improving the quality of education in public schools . If the students of the high school had become

accustomed to working with computers not only for English classes but for other subjects, they would have been able to use the computers more readily and effectively.

6.2.1 Recommendations for teaching

To avoid the situation whereby students' pursue their own personal interest rather than focusing on structured activities, one suggestion would be blocking access to social networks and web sites that served to distract students from the task at hand. Purchase of software specifically oriented to the acquisition of English grammar would also serve to eliminate this problem.

6.2.2 SUGGESTIONS FOR FURTHER RESEARCH

As the present study investigated improvement in English grammar only with regards to structured writing activities, additional studies may be undertaken to determine whether the students in the Treatment group would also improve their reading, free writing and speaking skills as a result of exposure to technological resources.

Another suggestion for additional research might be an attempt to measure to what extent the outcome of the study would be affected by the students having access to a private computer and having had prior experience in use of computers.

One possibility would be to repeat this study in a regular Bachillerato program, where the courses are more concentrated in Humanities and College preparation.

Another possible area of research would be to look at whether the timing of the study might affect the outcome. This could be analyzed by moving the study to the first, rather than the final semester of the year, in that the students would be predictably less preoccupied with final exams and completion of their studies. Moreover, the post test could be administered in two parts on two different days as per the original plan.

One final observation is that while the textbook used in this study describes itself as being based on the open communicative approach, it is in fact, not pure communicative approach as it explicitly discusses grammar rules. Hence the study could be repeated utilizing a different text book or other written materials that more closely adhere to the pure communicative approach.

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APPENDIX

APPENDIX 1

UNITS FOUR AND FIVE

3 Useful expressions

(42) Listen and repeat. Match the expressions with similar meanings.

- | | |
|------------------------------------|-------------------------------------|
| 1. I don't know. <u>b</u> | a. I'm leaving right now. |
| 2. Stop bothering me. <u>_____</u> | b. I have no idea. |
| 3. You're grumpy. <u>_____</u> | c. Don't ask me a lot of questions. |
| 4. I'm out of here. <u>_____</u> | d. You're in a bad mood. |

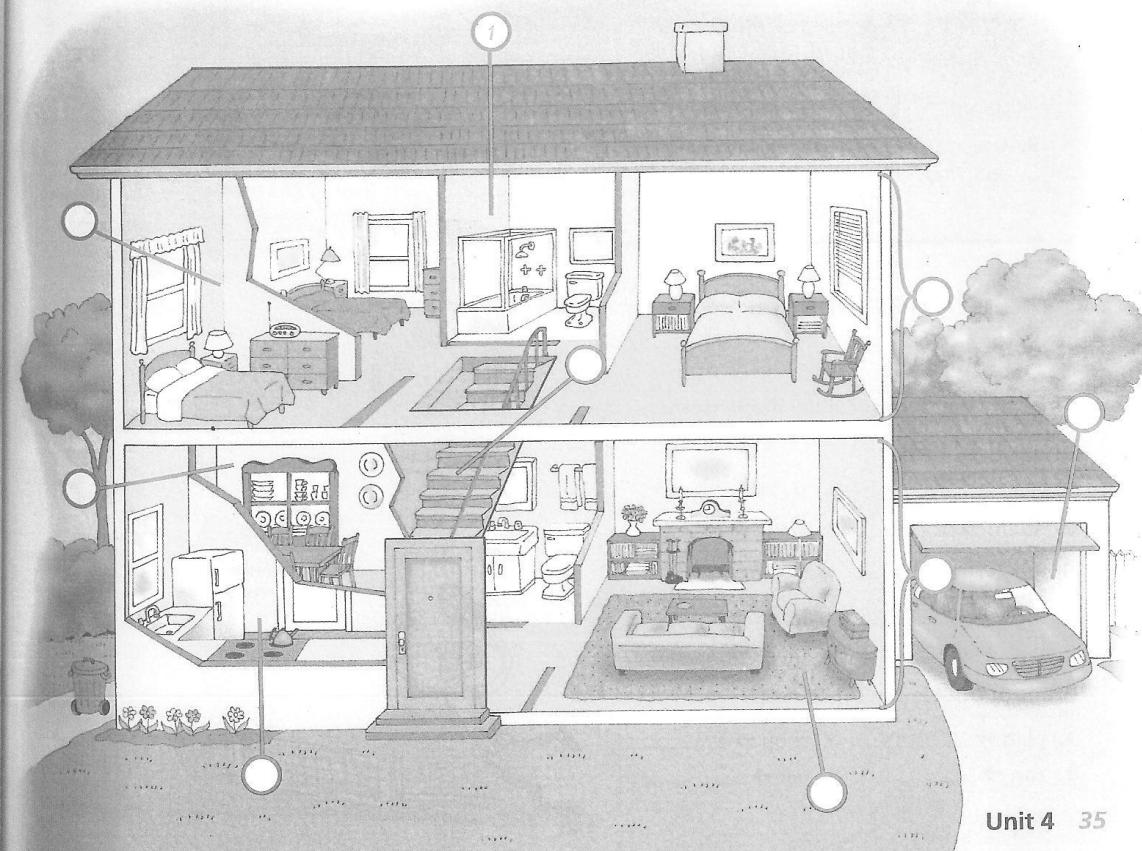
4 Vocabulary

Rooms and parts of a house

A. (43) Listen and repeat.

- | | | |
|----------------|----------------|---------------|
| 1. bathroom | 4. garage | 7. stairs |
| 2. bedroom | 5. kitchen | 8. downstairs |
| 3. dining room | 6. living room | 9. upstairs |

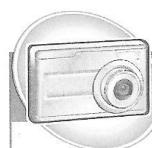
B. Label the parts of the house. Use the numbers in Exercise A as your labels.



PAIRS. Talk about your favorite place in your house.

Useful language:

- What's your favorite place in your house?
- Why is it your favorite?
- What's in that room?
- Sounds awesome/cool.
- Me, too!
- No way!
- Really?



GRAMMAR FOCUS

The present continuous:
be (am/is/are) + verb -ing

Affirmative statements	Negative statements
I'm	I'm not
You're	You're not
He's	He's not
She's	She's not
You're	You're not
We're	We're not
They're	They're not
Spelling of -ing verbs	
listen—listening	play—playing
smile—smiling	sit—sitting

Discovering grammar

Look at the grammar chart. Complete the rules.

1. Use _____ + verb -ing with *I*.
a. am b. is c. are
2. Use _____ + verb -ing with *He, She, and It*.
a. am b. is c. are
3. Use _____ + verb -ing with *We, You, and They*.
a. am b. is c. are

Practicing grammar

5 Practice

Write the -ing forms. Follow the patterns.

Group 1: Add -ing.

1. play → playing
3. fix → _____
2. study → _____
4. show → _____

Group 2: Drop the -e.

1. write → writing
3. leave → _____
2. use → _____
4. make → _____

Group 3: Double the consonant.

1. plan → planning
3. shop → _____
2. run → _____
4. get → _____

6 Practice

Complete the sentences with the present continuous form of the verbs in parentheses

1. Liza and Andy are talking. (talk)
2. Andy _____ TV. (watch)
3. Liza _____ Andy questions. (ask)
4. Andy _____ annoyed. (get)
5. Brian _____ in front of the computer. (sit)
6. He _____. (not read)
7. He _____ to his parents. (write)

7 Practice

What are the people in the pictures doing?

1. she/use her computer _____
2. he/take a shower _____
3. she/do homework _____
4. they/play tennis _____



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4-6

8 Practice

A. Complete Brian's e-mail with the present continuous form of the verbs in parentheses. Use contractions where possible.

B. Make two sentences. In the first sentence, correct the wrong information. In the second sentence, give the correct information.

1. Brian is sharing Robbie's bedroom.

Brian isn't sharing Robbie's bedroom.

He's sharing Andy's bedroom.

2. Mr. and Mrs. Gibson are working in the garden.

3. Robbie is helping Andy with dinner.

4. Andy and Liza are helping their parents.

5. Brian is doing his homework.



Hi, Mom and Dad. How's everything at home? (1. *I/have*) *I'm having* a wonderful time here. (2. *I/enjoy*) _____ Miami a lot. It's a great place! Are you planning to visit me? You could stay at the Gibsons' house during your visit.

The house has four bedrooms. (3. *I/share*) _____ Andy's bedroom. Andy and I are great friends. He lets me use his things, including his computer. (4. *I/use*) _____ his computer right now.

It's almost dinnertime here. (5. *Mr. and Mrs. Gibson/prepare*) _____ dinner. (6. *Robbie/help*) _____ his parents. (7. *Andy and Liza/watch*) _____ TV in the living room. I know, Mom. You're wondering why (8. *we/not help*) _____ with dinner. Well, Andy, Liza, and I always do the dishes afterwards.

I'm attaching a picture of me. (9. *I/stand*) _____ in front of the Gibson's house. Looks great, right? I mean the house, not me.



GRAMMAR FOCUS

The present continuous tense: *be (am/is/are) + verb -ing*

Yes/No questions

Am I
Are you
Is he
Is she
} studying?

Are you
Are we
Are they
} studying?

Information questions
What are you doing?
What's she/he doing?
What are they doing?

Affirmative answers

Yes, you are.
Yes, I am.
Yes, he is.
Yes, she is.

Yes, we are.
Yes, we/you are.
Yes, they are.

Short answers
Studying.
Watching TV.
Doing homework.

Negative answers

No, you're not. / No, you aren't.
No, I'm not.
No, he's not. / No, he isn't.
No, she's not. / No, she isn't.

No, we're not. / No, we aren't.
No, we're/you're not. / No, we/you aren't.
No, they're not. / No, they aren't.

Long answers

I'm studying.
She's/He's watching TV.
They're doing homework.

Discovering grammar

Look at the grammar chart. Answer the questions.

1. What comes first in present continuous

Yes/No questions? _____

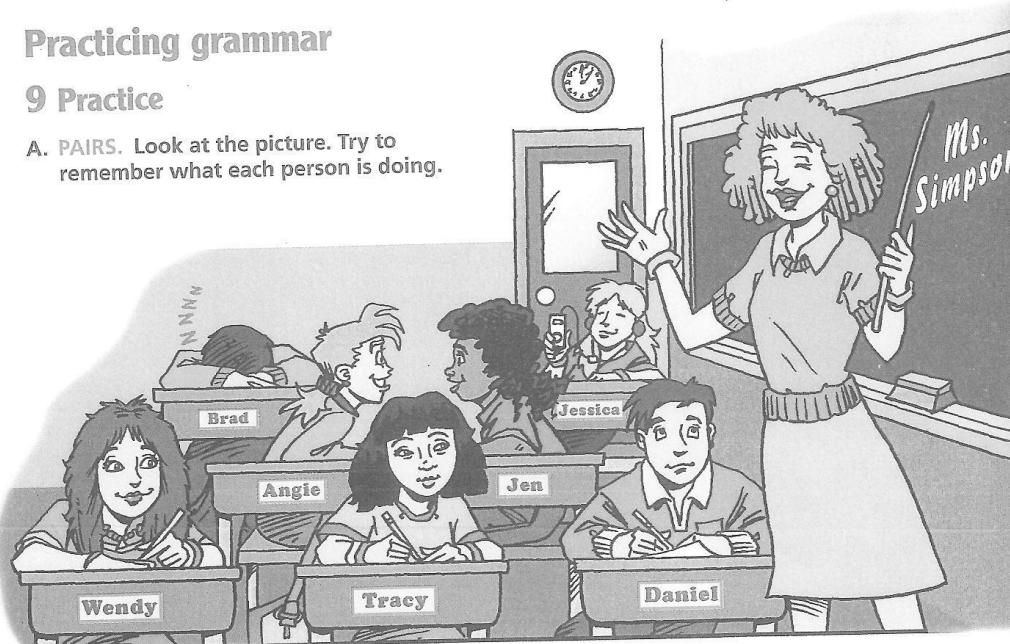
2. What comes first in present continuous information questions? _____

3. Can you contract *am + not*? _____

Practicing grammar

9 Practice

A. PAIRS. Look at the picture. Try to remember what each person is doing.



- B. PAIRS. Student A, close your book. Student B, ask Yes/No questions about the picture. Use the cues. Then switch roles.

For example:

- A: Is Ms. Simpson singing?
 B: No, she's not.
 A: What's she doing?
 B: She's teaching.
 1. Wendy, Tracy, and Daniel / take notes
 2. Brad / listen to Mrs. Simpson
 3. Jen and Angie / play
 4. Jessica / talk on her cell phone

10 Your turn

- PAIRS. Take turns. Ask what three people around you are doing.

For example:

- A: What's Dylan doing?
 B: He's reading a text message. How about . . . ?
 A: They're talking.

11 Practice

Have a competition! Go to page 69.

12 Pronunciation

Stress on important words

- A. (44) Listen and repeat.

- A: What are you doing?
 B: I'm studying.
 A: What are they doing?
 B: They're doing their homework.

- B. PAIRS. Practice the conversations.

13 Communication

Ask what someone's doing now

- A. (45) Listen to the conversation.

- Liza: Hello.
 Annie: Hi, Liza. What are you doing right now?
 Liza: Watching TV in my room. Why?

- Annie: I'm bored. Are Brian and Andy doing anything?

Liza: No. Would you like to come over?

Annie: OK.

- B. PAIRS. Role-play. Imagine you are at home after school. Have a phone conversation like the one in Exercise A.

14 Writing

- PAIRS. It's the weekend. Write instant messages between you and a classmate. Talk about what you're doing and what's going on.

IMKL: Hey, _____ what are you doing _____?
Me2: Watching a music video. You?
IMKL: _____
Me2: _____
IMKL: How about your [brother/sister]? What _____?
Me2: _____

15 Listening

- A. (46) Listen to the interview. Circle the two new inventions the scientists are working on to help the environment.

- a. a robot that cleans your room
 b. a robot that makes clothes
 c. a robot that eats garbage
 d. a machine that cooks your meals
 e. a machine that washes dishes without water

- B. Which of these things are important to George Getty? Circle the letters.

- a. the environment
 b. making a lot of money
 c. saving energy
 d. making beautiful machines
 e. saving water
 f. stopping pollution

Learn to learn

Know how to scan an article.

When you scan an article, you read very quickly and look only for the information you need.

- A. You have 30 seconds. Scan the article "Intelligent Homes of the Future." Circle the rooms of the house in the article.
- B. **PAIRS.** Compare your results with a classmate.

16 Reading

A. Look at the title and the pictures in the article below. What do you expect to read about? Circle all that apply.

- a. a family with intelligent children
- b. a beautifully decorated home
- c. a high-tech home
- d. high-tech appliances
- e. the high cost of houses
- f. life in the United States

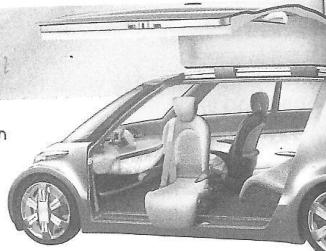
B. (47) Read along silently as you listen.

INTELLIGENT HOMES OF THE FUTURE

In a futuristic home lab in the United States, this is what's happening: A man is walking toward his house. As he is walking toward the door, it opens by itself. He walks into the living room; the lights turn on and his favorite song starts to play. In the garage, one of his cars is making an appointment with the mechanic. The man goes to the kitchen and stops in front of the refrigerator. It is printing out a shopping list. Science fiction? No. Everything is real! In this home lab, engineers are developing intelligent refrigerators, lamps, TV sets, and cars. Some homeowners are already testing these intelligent appliances. In Virginia, some residents can check that the doors are locked from

their offices. In Boston, some homeowners are using intelligent ovens. They put food in the oven before going to bed. Then they program the oven to refrigerate and cook the food for the next day.

In the future, an intelligent house can turn up the heat in the bedroom fifteen minutes before the homeowner wakes up, turn on the bedroom light when the alarm clock sounds, and turn on the coffee maker. The house can also display the news on the video screen in the bathroom and turn on the shower. The bathroom scale is very intelligent, too. If the homeowner is putting on weight, it can change the homeowner's menu. Now that's pretty cool.



17 Comprehension

1. Write what each of these things in the futuristic home lab can do.
 - a. the door It can open by itself.
 - b. the refrigerator _____
 - c. the car _____
 - d. the oven _____
2. In the future, what can a bathroom scale do?

18 Speaking

PAIRS. Close your books and see how much you can remember. Answer this question: What can an intelligent home do?

For example:

A: The door can open by itself.

B: The lights ...

5

Did he call her again today?

1 Dialogue

48 Cover the dialogue and listen.

Liza: Andy, where's Brian?
 Andy: I don't know.
 Robbie: He's in the house. He's on the phone.
 Liza: With Joey? Did he call her again today?
 Robbie: No. Joey's not home.
 Liza: Good. Listen, let's have a surprise party for Brian.
 Andy: That's a great idea, Liza!
 Robbie: Yeah! And we can invite Joey because Brian likes her.
 Liza: What? Did he say that?
 Robbie: No, he didn't. But they talked on the phone all day yesterday. And they shopped together, too.
 Andy: Don't gossip, Robbie. That's not very nice. When do you want to have the party, Liza?
 Liza: The twenty-sixth.
 Andy: OK. Hey, let's have a costume party!
 Liza: Excellent idea, Andy.

2 Comprehension

A. Answer the questions.

1. Who's looking for Brian?
2. Where's Brian?
3. What does Liza suggest for Brian?
4. When does she want to have the party?
5. What kind of party does Andy suggest?

B. 49 Read along as you listen again. Check your answers.

Learning goals

Communication

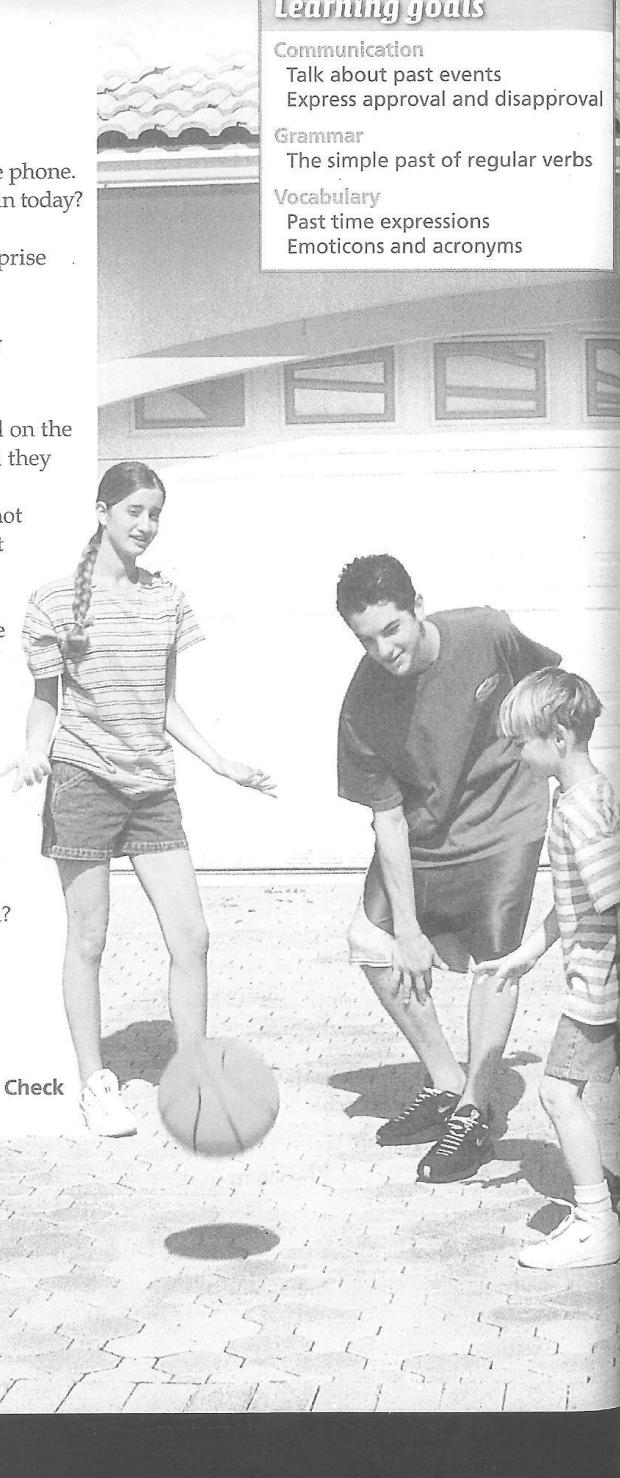
Talk about past events
 Express approval and disapproval

Grammar

The simple past of regular verbs

Vocabulary

Past time expressions
 Emoticons and acronyms



3 Useful expressions

- A. 50 Listen and repeat. Draw a smiley (☺) next to the expressions of approval and a frownie (☹) next to those that express disapproval.

- That's a great idea. _____
- That's not very nice. _____
- Don't gossip. _____
- Excellent idea. _____

- B. PAIRS. Complete the conversation with expressions from Exercise A. Then role-play the conversation.

A: What a beautiful day! Let's sit outside.

B: _____

A: Look. There's Zack and Dana. I think Zack likes Dana, but Dana doesn't like him.

B: _____

A: Sorry.

4 Vocabulary

Past time expressions

- A. 51 Listen and repeat.

- | | | |
|--------------|---------------------|---------------|
| • yesterday | • last year | • a week ago |
| • last night | • last Monday | • a month ago |
| • last week | • a few minutes ago | • a year ago |
| • last month | • three days ago | |

- B. Look at the calendars. Write the dates, days, or months next to the expressions.

- | | | | |
|---------------|--------------|-------------------|-------|
| 1. yesterday | January 10th | 5. last Wednesday | _____ |
| 2. last night | _____ | 6. three days ago | _____ |
| 3. last week | _____ | 7. a week ago | _____ |
| 4. last month | _____ | 8. a month ago | _____ |

December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



GRAMMAR FOCUS

The simple past of regular verbs

Affirmative statements

I **talked** to him yesterday.
She **smiled** at him.
He **stopped** by a few minutes ago.
We **cried** because they moved away.

Contractions

didn't = **did not**

Negative statements

I **didn't talk** to him.
He **didn't smile** back.
He **didn't stop** for long.
They **didn't cry** at all.

Discovering grammar

Look at the grammar chart. Complete the grammar rules with expressions from the box.

-d	simple past	ago	stop
-ed	yesterday	last	base

1. Use the _____ to talk about actions that are finished.
2. _____, _____, and _____ are past time expressions.
3. The base form of **stopped** is _____.
4. To form the simple past of regular verbs in affirmative statements, add _____ or _____ to the base form of a verb.
5. To form the simple past of verbs in negative statements, use **did + not** + the _____ form of a main verb.

Practicing grammar

5 Practice

Have a competition! Go to page 69.

6 Practice

Complete the sentences with the simple past.

1. Liza (**ask**) _____ about Brian a while ago.
2. Andy and Robbie (**play**) _____ basketball in the yard this morning.
3. Brian (**stop by**) _____ five minutes ago.
4. He (**try**) _____ to call Joey an hour ago.
5. Liza (**worry**) _____ that Brian called Joey again.
6. Brian and Joey (**enjoy**) _____ shopping together yesterday.
7. Liza (**suggest**) _____ a party for Brian.

7 Practice

- A. Write a summary of the conversation on page 42. Use the simple past of the verbs in the box.

agree	plan	stop
ask	play	suggest

This morning, Andy and Robbie played basketball in the yard. Brian stopped by for a few minutes.

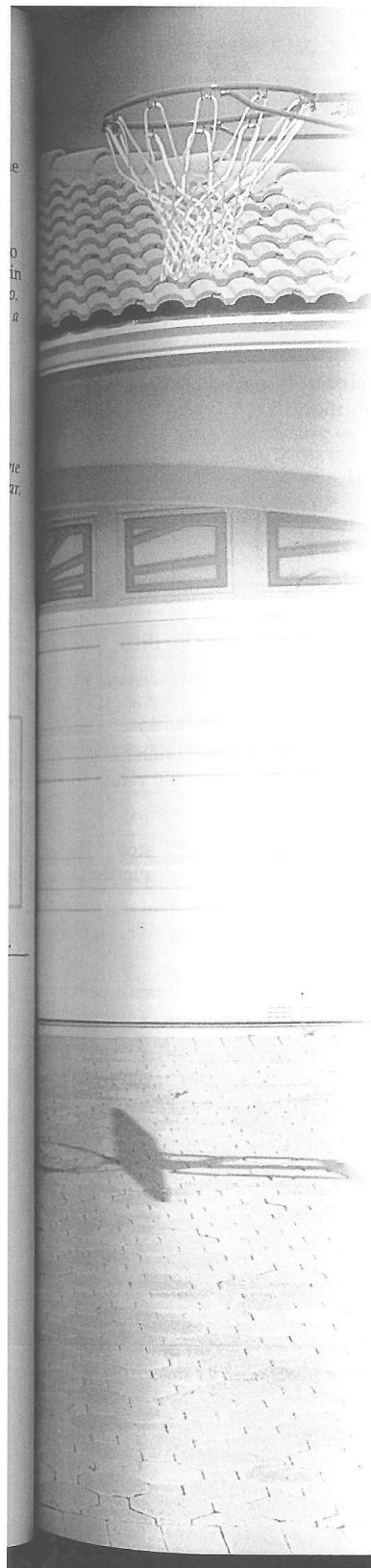
Liza

She

Andy

They

- B. PAIRS. Read your classmate's summary. Circle any incorrect information or incorrect use of the simple past. Correct the errors in your stories together.



3 Useful expressions

- A. (50) Listen and repeat. Draw a smiley (☺) next to the expressions of approval and a frownie (☹) next to those that express disapproval.

- That's a great idea. _____
- That's not very nice. _____
- Don't gossip. _____
- Excellent idea. _____

- B. PAIRS. Complete the conversation with expressions from Exercise A. Then role-play the conversation.

A: What a beautiful day! Let's sit outside.

B: _____

A: Look. There's Zack and Dana. I think Zack likes Dana, but Dana doesn't like him.

B: _____

A: Sorry.

4 Vocabulary

Past time expressions

- A. (51) Listen and repeat.

- | | | |
|--------------|---------------------|---------------|
| • yesterday | • last year | • a week ago |
| • last night | • last Monday | • a month ago |
| • last week | • a few minutes ago | • a year ago |
| • last month | • three days ago | |

- B. Look at the calendars. Write the dates, days, or months next to the expressions.

1. yesterday _____ 5. last Wednesday _____

2. last night _____ 6. three days ago _____

3. last week _____ 7. a week ago _____

4. last month _____ 8. a month ago _____

December							January						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1		1	2	3	4	5	
2	3	4	5	6	7	8		6	7	8	9	10	11
9	10	11	12	13	14	15	12	13	14	15	16	17	18
16	17	18	19	20	21	22	19	20	21	22	23	24	25
23	24	25	26	27	28	29	26	27	28	29	30	31	
30	31												



GROUPS. Liza is not happy because Brian seems to like Joey. Liza feels jealous of Joey. Talk about situations when people get jealous.

Useful language:

- What situations can make people jealous?
- Can you give an example?
- Do you think it's natural to feel jealous sometimes?
- Do you get jealous?
- Sometimes.
- Of course.
- I'm sometimes a little jealous of my brother/sister.
- Do you talk to your parents about it?
- Why not?

8 Pronunciation

The pronunciation of *-d* and *-ed* endings

A. **52** Listen and repeat.

/t/	/d/	/əd/
stopped	enjoyed	suggested
asked	played	wanted
talked	tried	decided

B. **53** Listen. Circle the verbs that end with the /t/ sound.

1. I stopped and listened to the music.
2. They talked while they played.
3. She laughed when he tried to kiss her.
4. We stayed home and watched a video.

Learn to learn

Take notes in class.

Taking notes in class helps you understand your lessons.

Here are some note-taking tips:

1. Don't try to write down every word you hear.
2. Listen for answers to *who*, *where*, *when*, and *what* questions.

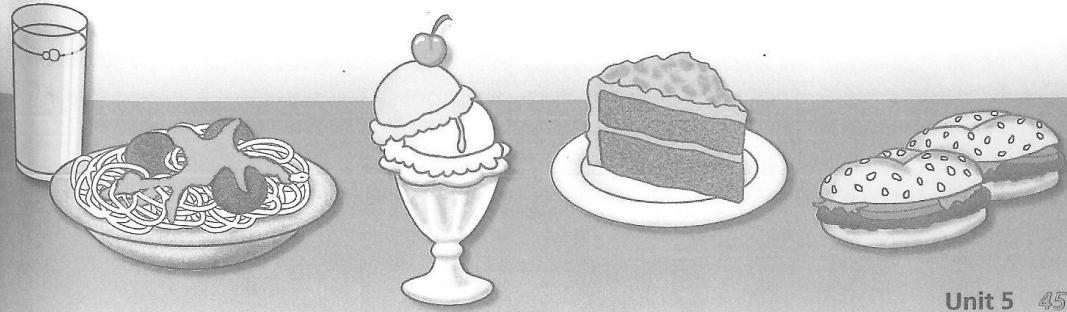
For example:

1. Who: Andy, _____, _____
2. What: cake, _____, _____
3. When/What time: before 4, _____

9 Listening

54 Listen to Caroline's message for Andy. Circle the correct answers.

1. What did Caroline order for the party?
 ice cream cake
 cookies sandwiches
2. How many kinds of ice cream did she order?
 one two three four
3. Who cooked for the party?
 Caroline Caroline's mom
 Liza Liza's mom
4. What did she cook for the party?
 hot dogs hamburgers spaghetti cake
5. What did Caroline ask Andy to pick up from the supermarket?
 lemonade candy
 peanuts ice cream
6. When is Caroline going to Andy's house?
 at two o'clock at three o'clock
 at four o'clock at five o'clock





GRAMMAR FOCUS

The simple past of regular verbs

Yes/No questions

Did you talk to Brian yesterday?

Did he stop by a few minutes ago?

Did you cry last night?

Short answers

Yes, I did. / No, I didn't.

Yes, he did. / No, he didn't.

Yes, we did. / No, we didn't.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. Yes/No questions begin with (*did / do*).
2. (*Add / Do not add*) -*d* or -*ed* to the main verbs in simple past questions.

Practicing grammar

10 Practice

- A. Write Yes/No questions. Use the simple past and the cues.

1. finish your homework last night

2. watch a movie last Saturday

3. call your parents this morning

4. like the last Harry Potter movie

5. clean your room last weekend

6. text your friends yesterday

- B. PAIRS. Take turns. Ask and answer the questions in Exercise A.

For example:

A: Did you finish your homework last night?

B: Yes, I did. How about you?

A: No, I didn't.

11 Practice

- A. PAIRS. Complete the questionnaire for yourself. Put a check (✓) next to the ones you did and an X next to the ones you didn't do. Then ask a classmate the questions.

What kind of a person are you?

1 HOW HELPFUL ARE YOU?

Yesterday, did you ... Me You

- help clean the house?
- wash the dishes after eating?
- clean your room?
- organize your things in your room?



2 HOW STUDIOUS ARE YOU?

Last night, did you ... Me You

- finish your homework?
- study for your tests?
- prepare your things for the next day?



3 HOW SOCIABLE ARE YOU?

Last weekend, did you ... Me You

- watch a movie with friends?
- invite friends over to your house?
- call your friends?
- stop by a friend's house?



4 HOW HEALTHY ARE YOU?

Last weekend, did you ... Me You

- exercise?
- walk a lot?
- play any sport?
- avoid sweets and junk food?



- B. GROUPS. Join another pair. Compare your answers. Who is ...

a. helpful? _____

b. studious? _____

c. sociable? _____

d. healthy? _____



GRAMMAR FOCUS

The simple past of regular verbs

Information questions

- Who **did** your sister **call** this morning?
- When **did** you **talk** to Brian?
- What time **did** he **stop** by?
- Why **did** you **cry**?

Short answers

Me.
Yesterday.
A few minutes ago.
Because my mom yelled at me

Long answers

My sister **called** me this morning.
I **talked** to him yesterday.
He **stopped** by a few minutes ago.
I **cried** because my mom **yelled**
at me.

With *Who* as subject

Who **called** you this morning?

My sister.

My sister **called** me this morning.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. When you use *did* with a main verb, (add -ed / do not add -ed) to the main verb.
 2. When the subject is *Who*, (use / don't use) *did* with the main verb.

13 Practice

Write information questions for the underlined words in each sentence.

1. Andy picked up some snacks.
(Who) Who picked up some snacks?
 2. Andy invited Joey to the party.
(Who) _____
 3. Brian arrived in Miami two months ago.
(When) _____
 4. Liza suggested a party for Brian because he's leaving.
(Why) _____
 5. Brian e-mailed his parents a few days ago.
(Who) _____
 6. Annie called Liza at 10:00 this morning.
(What time) _____

Practicing grammar

12 Practice

A. Write information questions using the cues.

1. When / last exercise
When did you last exercise?
 2. What time finish studying / last night

 3. What movie / watch / last Saturday

 4. Where / study / yesterday

 5. When / last clean / your room

 6. Why / call / me / last night

- B. PAIRS. Student A, ask your classmate questions 1–3 in Exercise A. Student B, answer them.
 - C. PAIRS. Student B, it's your turn. Ask questions 4–5. Student A, answer them.

14 Communication

Talk about past events

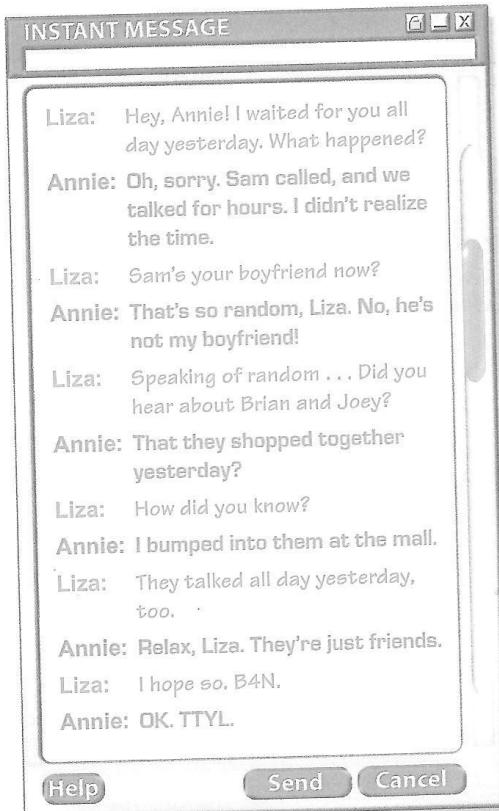
A. (55) Listen to the conversation.

- A: Did you watch *American Idol* last night?
B: No, I didn't. Did you?
A: Yeah. I didn't like it at all.
B: I'm glad I didn't watch it.

B. Talk about what you did last weekend.

15 Reading

Read the instant messages between Liza and Annie. What do the acronyms *B4N* and *TTYL* mean?



16 Comprehension

PAIRS. Draw a smiley (☺) or a frownie (☹) to show how each character felt when she wrote each of these sentences.

1. Liza: I waited for you all day yesterday.

2. Annie: Oh, sorry. _____
3. Annie: Sam called. _____
4. Liza: They talked all day yesterday, too.

17 Vocabulary

Emoticons and acronyms

- A.** Match the emoticons with the emotions and actions they express.

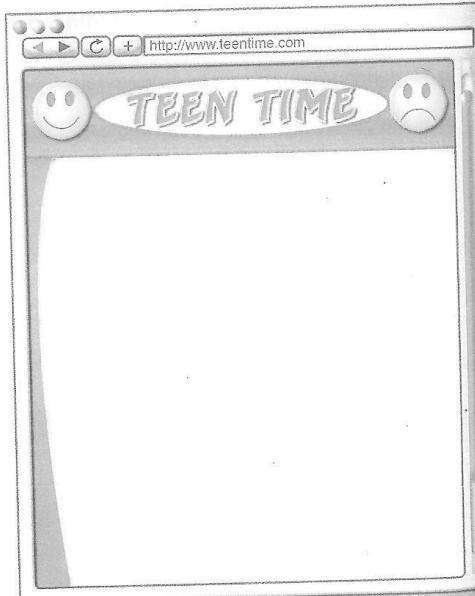
Emoticons	Emotions
1. ;-<☺	a. I'm sad.
2. :-(<☹	b. I'm angry.
3. :-)<☺	c. That's funny.
4. :-o☺	d. I'm joking.
5. >:-<☺	e. I'm happy.
6. :-D☺	f. I'm crying.
7. :'(☹	g. I'm surprised.

- B.** Match the acronyms with the expressions.

1. ASAP	a. See you later.
2. B4N	b. Parents are watching.
3. BRB	c. Talk to you later.
4. CUL8R	d. Got to go.
5. G2G	e. As soon as possible.
6. PAW	f. Bye for now.
7. TTYL	g. Be right back.

18 Your turn

GROUPS. Put together a list of emoticons that teenagers like to use. Include what each one means. Share your list with the class.



APPENDIX 2

INTRODUCTION OF THE ENGLISH BOOK LEVEL 2

TO OUR TEACHERS

The Ministry of Education aims at providing Ecuador's students with both the foreign language knowledge and the skills needed to succeed in today's globalized world as English is the international language that will allow them to access knowledge and information and that will become an instrument of personal and professional empowerment to build a more prosperous, equitable society.

For the first time, the Ministry of Education will provide free English textbooks to students. This will contribute to the learning process in a positive manner, for every student will have an additional resource to aid them in their language acquisition process.

These textbooks as well as the teaching-learning approach adopted are guided by the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, which is an internationally recognized standard for the explicit description of educational objectives, content elaboration, and methods as well as a basis for the reflection on current educational practices.

Furthermore, because students will be taught under the Communicative Language Approach, which perceives language learning as a dynamic, flexible process, and promotes learner autonomy, teachers and learners are enthusiastically invited to make use of the English language for *meaningful* communication and as a tool to open windows to the world, unlock doors to opportunities, and expand their minds to the understanding of new ideas and other cultures.

The Ministry of Education has also created in-service teacher standards aligned to TESOL, establishing the benchmark as to what teachers need to know. The B2 benchmark (CEFR), which states the minimum language proficiency level for pre-service and in-service English teachers, has also been institutionalized, thus guaranteeing students will have teachers who are proficient in the language. Finally, through a rigorous evaluation procedure and teachers' development plan, the Ministry of Education will assist current in-service English teachers in improving their present language proficiency levels to foster the teaching-learning processes in the classroom.

We hope that by way of these innovations—new standards, a new curriculum, and new textbooks—students and teachers alike will be more motivated in their classrooms to gain thorough knowledge of English while developing their personal language skills and enhancing their professional abilities, respectively.

Ministry of Education



APPENDIX 3
LESSON'S PLANS

UNIDAD EDUCATIVA FRANCISCO FEBRES CORDERO		
Group: Treatment group	Date: April 29th	Time: 40 minutes
Aims:	Use the present progressive for actions that are happening in this moment.	
Objectives:	At the end of this lesson, students will be able to describe actions in a picture using present progressive and expressions of time.	
Language work:	present progressive actions	
Assessment:	Describe a picture using present progressive.	
Materials:	computer, internet, notebook and pencils.	
Timing:	Teacher activity:	Student activity:
5 minutes	Warm up: teacher passes the marker to Ss, the one who gets it answers the question: "what are you doing?"	Answer the questions about what is happening around in the school at this time.
5 minutes	Write the Ss answers on the board	Read the sentences and add expressions of time.
25 minutes	Display on the computer a poster to describe. Taken from: http://www.glogster.com/ogiuss	Look at the pictures. Identify the people and the actions. Say the verbs. Answer questions.
	Model some sentences from the picture.	Look carefully at the actions. Say new sentences following the model given by the teacher.
	Explain grammar points through a presentation at http://en.islcollective.com/resou	Pay attention to the grammar structure.
	Practice: http://www.eclecticenglish.com/grammar/PresentContinuous1F.h	Complete the sentences given and click on "check" to review your answers.
	Check answers.	Correct if necessary.
5 minutes	Check understanding by playing the following game: http://www.eslgamesplus.com/a	Play the game!
Homework:	Make a powerpoint presentation describing what people are doing in pictures.	Present your homework at the next class.

UNIDAD EDUCATIVA FRANCISCO FEBRES CORDERO		
Group: Treatment group	Date: May 20th	Time: 40 minutes
Aims:	Use present progressive to describe actions.	
Objectives:	By the end of the lesson students will be able to talk about actions using present progressive.	
Language work:	present progressive Talk to your partner and tell about what is happening in the	
Assessment:		
Materials:	computer, internet, notebook and pencils.	
Timing:	Teacher activity: Teacher shows pictures on the screen: http://english-rmp.wikispaces.com/1%C2%BA+E 5 minutes	Student activity: Students say sentences about the actions.
5 minutes	Asks pair work.	With the same pictures, tell your partner what is everyone doing.
25 minutes	Describe on the computer a video: Mr. Bean, Spring Clean: https://www.youtube.com/watch	Ss watch at the actions.
	Stop the video and ask for the actions Mr. Bean is doing.	Ss produce oral sentences to answer the question.
	Display the same video.	Ss now produce the sentences by themselves using the cues given in the video.
	Speaking practice	Ss practice speaking by talking to their classmates what Mr. Bean is doing.
5 minutes	Practice a role-play	Practice a role play with your classmate.

UNIDAD EDUCATIVA FRANCISCO FEBRES CORDERO		
Group: Treatment group	Date: May 27th	Time: 40 minutes
Aims:	Recognize actions in past tense	
Objectives:	At the end of this lesson, students will be able to talk about past actions from a video.	
Language work:	past tense verbs	
Assessment:	Talk about your past actions	
Materials:	computer, internet, notebook and pencils.	
Timing:	Teacher activity:	Student activity:
5 minutes	Warm up. Teacher helps if necessary	Ask randomly to Ss about what they did on the weekend. One student answers the questions
5 minutes	Show a list of regular verbs. Check spelling	Write the past form of the verbs and recognize its meaning.
25 minutes	Give instructions to listen to general information	Listen to the instructions carefully.
	Play a video of a conversation of a situation in past: http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-tense	Listen to the conversations. Pay attention to simple past verbs.
	Ask general ideas from the video	Tell the teacher about the characters, the place, the situation.
	Instructions to listen for specific information	Listen again. Take notes about the conversation.
	Ask questions about the characters, situation and actions	Answer the questions about the actions happened in the conversation
	Gap-fill past simple regular verbs	learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/past-tense
5 minutes	Check understanding by reviewing the previous activity	Review the answers and correct if necessary.
Homework:	online game: http://www.mes-games.com/past1.php	Visit the website, play the game and print the results to present to the teacher.

APPENDIX 4

PRE-POST TEST SECTION A

School year Age..... Gender : F M..... Class

A. Write the verbs in Present Progressive.

Example:

It – rain It is raining

1. I speak - I
2. You jump - you
3. She bakes - she
4. They play - they
5. We run - we

B. Write the verbs in Simple Present.

Example:

He read  the newspaper

1. It be - necessary to buy a new pen.
2. He have - a new sweater.
3. She eat - an apple.
4. He can - play tennis.
5. She wash - the car.

C. Complete the sentences. Use the appropriate form .

1. Look! They (leave) the house.
2. Brian (cycle) 30 km every day.
3. Samantha (do) her homework at the moment.
4. My parents (shop) right now.
5. He usually (get up) early in the morning.

D. Complete the sentences. Use Simple Present or Present Progressive.

1. You (see / not) her every day.
2. The baby (sleep / not) at the moment.
3. I (read / not) a book now.
4. We (go / not) to school on Sundays.
5. He (watch / not) the news every day.

E. Complete the sentences. Use Simple Present or Present Progressive.

1. (you / go) on holiday by plane sometimes?
2. (they / play) computer games every day?
3. (she / eat) dinner at the moment?
4. What (they / do) right now?
5. (she / visit) her grandma very often?

F. Complete the sentences with the appropriate form

1. Look! Jenny (go) to school.
2. On her back, Jenny (carry) her school bag.
3. The school bag (be) very heavy
4. Normally, Jenny (wear) black shoes, but today she (wear) red tennis.
5. And look, she (wear) a raincoat because it (rain) outside.
6. Jenny (not / want) to get wet.

APPENDIX 5

PRE-POST TEST SECTION B

School year Age..... Gender : F M..... Class...

A. Write the past simple of these verbs.

1. copy _____
2. revise _____
3. cycle _____
4. listen _____
5. practice _____
6. fly _____
7. use _____
8. study _____
9. eat _____
10. make _____
11. travel _____
12. see _____

B. Complete the sentences.

Ejemplo:

I watched (watch) TV last night.

1. On Saturday I _____ (play) computer games with my cousins.
2. My mum _____ (not cook) dinner last night.
3. I _____ (walk) to school because there weren't any buses.
4. They _____ (not dance) at the party.
5. My brother _____ (travel) to Ireland last summer.

C. Write the questions in the correct order.

Ejemplo:

night/ meet / did / you / them / last / ?

Did you meet them last night?

1. film / like / you / Did / the / ?

2. you / many / did / ask / How / people / ?

3. a / have / time / they / Did / good / ?

4. did / weekend / the / What / do / we / at / ?

5. she / DVD / Where / that / did / buy / ?

6. party / on / your / go / Saturday / he / Did / to / ?

7. did / yesterday / Who / you / see / ?

D. Correct the sentences.

Example:

Who did you met on Saturday morning?

Who did you meet on Saturday morning?

1. Did he went to school yesterday?
2. Why did you to go home early?
3. Where you did learn English?
4. Did she works today?
5. What do you did yesterday?
6. Did they last night phone you?

E. Complete the sentences with the past simple.

be – get up – meet – have – go – run – drink – sleep – swim – eat - go

Example: Yesterday I got up early, at about seven o'clock.

1. I _____ a shower and some fruit for breakfast.
2. Then I _____ to the sports centre.
3. I _____ 500 meters in the swimming pool and then
4. I _____ 5 kilometers.
5. At lunchtime I _____ my friends in a café.
6. We _____ some pasta and _____ some juice.
7. After lunch I _____ for a few hours, I _____ tired!
8. I didn't _____ to the party.

I. Past simple

1. I _____ (loose) my watch in the park.
2. I kicked the ball and the dog _____ (catch) the ball.
3. The second time, the ball _____ (break) a window.
4. I preferred to read and I _____ (get) this book from the library.
5. My friend David _____ (hurt) his knee in a basketball game.
6. Ali _____ (cut) his knee.
7. The medical care _____ (cost) a lot of money.

APPENDIX 6

BAREMO TABLE

	1	Correcto	a	Grupo de intervención		
	2	Incorrecto	b	Grupo de control		
Nombre	Grupo	Pre-Test Verbs in Present Progressive	Pre-Test Verbs in Simple Present	Pre-Test Use Simple Present or Present Progressive	Pre-Test Negative Sentences Simple Present or Present Progressive	Pre-Test Question Form Simple Present Progressive
1	a	1	1	1	1	1
2	a	2	2	1	1	1
3	a	1	1	1	1	1
4	a	1	1	1	1	1
5	a	1	1	1	1	1
6	a	1	1	1	1	1
7	a	1	1	1	1	1
8	a	1	2	1	1	1
9	a	1	2	1	1	1
10	a	1	1	1	1	1
11	a	1	2	1	1	1
12	a	1	1	1	1	1
13	a	1	2	1	1	1
14	a	1	2	1	1	1
15	a	1	1	1	1	1
16	a	1	2	1	1	1
17	a	1	1	1	1	1
19	a	1	1	1	1	1
20	a	1	1	1	1	1
21	a	1	1	1	1	1
22	a	1	2	1	1	1
23	a	2	1	1	1	1
24	a	1	1	1	1	1
25	a	1	2	1	1	1
26	a	1	1	1	1	1
28	a	1	2	1	1	1

31	a	1	1	1	1	1
4	b	2	2	2	2	2
8	b	2	2	2	2	2
9	b	1	1	1	1	1
12	b	1	2	1	1	1
13	b	1	2	1	1	1
14	b	1	1	1	1	1
15	b	1	2	1	1	1
16	b	1	1	1	1	1
19	b	2	2	1	1	1
20	b	1	1	1	1	1
21	b	1	2	1	1	1
23	b	1	1	1	1	1
24	b	1	1	1	1	1
28	b	1	2	1	1	1
29	b	1	2	1	1	1
34	b	1	1	1	1	1
35	b	1	1	1	1	1
37	b	1	1	1	1	1
39	b	1	2	1	1	1

APPENDIX 7

THE INTERVIEW

Interview to the teacher in charge of the groups: Treatment and Control

How do you teach grammar normally?

What are the advantages of teaching the way you do?

Are there any disadvantages with your way of teaching?

Do you and your students have access to computers and the Internet?

Do you use ICT in English grammar teaching normally or just for this research?

For how long have you been using ICT in grammar teaching?

How often do you use ICT in grammar teaching?

What kind of resources do you use?

Are there enough resources for you to use?

Do you think one way is better than the other?

Do you find that ICT is an aid in your teaching? Why/why not?

How did the students respond by the use of ICT in grammar teaching?

APPENDIX 8

CUESTIONARIO PARA MEDIR EL GRADO DE SATISFACCIÓN DE LOS MÉTODOS APLICADOS EN CLASES CONTROL GROUP

Este cuestionario es anónimo y tiene el propósito de medir el grado de satisfacción de las actividades realizadas en clase durante el período de investigación. Conteste las preguntas con honestidad.

INSTRUCCIONES: Por favor lea con atención cada pregunta y conteste con sinceridad de acuerdo a lo que se solicita.

1.- En las clases regulares, usted considera que las actividades realizadas le ayudaron a comprender el objetivo de cada lección, encierre en un círculo la respuesta

Si no

2.- ¿De qué manera usted considera que comprendió la estructura gramatical enseñada en clase? Encierre en un círculo su respuesta.

Excelente Muy bien Mas o menos Un poco Nada

3.- Señale en escala de 1 a 5 (5 me gustó mucho, 4 me gustó, 3 mas o menos, 2 poco, 1 no me gustó) en qué medida le gustaron las actividades realizadas durante las clase.

- trabajo individual
- conversaciones en parejas
- completar diálogos
- explicación de la profesora
- hablar en inglés en la clase

4.- Despues de la explicación gramatical, usted pudo realizar ejercicios similares de la siguiente manera:

Eficazmente Con poca dificultad Con dificultad Con mucha dificultad

5.- Para el próximo año escolar, ¿le gustaría trabajar con el mismo método en el aula de clase o preferiría que se utilizaran otros recursos ? Explique por qué.

Muchas gracias por su colaboración!!!!

APPENDIX 9

CUESTIONARIO PARA MEDIR EL GRADO DE SATISFACCIÓN DE LOS MÉTODOS APLICADOS EN CLASES

TREATMENT GROUP

Este cuestionario es anónimo y tiene el propósito de medir el grado de satisfacción de las actividades realizadas en clase durante el período de tratamiento. Conteste las preguntas con honestidad.

INSTRUCCIONES: Por favor lea con atención cada pregunta y conteste con sinceridad de acuerdo a lo que se solicita.

1.- ¿En las clases regulares y las clases realizadas dentro del laboratorio, en cuál de las dos piensa usted que aprendió más?

Justifique su respuesta:

2.- ¿De qué manera usted considera que comprendió la estructura grammatical enseñada en clase? Encierre en un círculo su respuesta.

Excelente Muy bien Mas o menos Un poco Nada

3.- Señale en escala de 1 a 5 (5 me gustó mucho, 4 me gustó, 3 más o menos, 2 poco, 1 no me gustó) en qué medida le gustaron las actividades realizadas durante las clase.

- video
- juegos en internet
- selección de palabras para completación
- actividades de listening
- trabajo con el computador

4.- Después de la explicación grammatical, usted pudo realizar ejercicios similares de la siguiente manera:

Eficazmente Con poca dificultad Con dificultad Con mucha dificultad

5.- Para el próximo año escolar, ¿con cuál de las dos metodologías les gustaría trabajar? ¿Con el método anterior en el aula de clase o con el nuevo método usado en el laboratorio? Explique por qué.

Muchas gracias por su colaboración!!!!