What strategies can I use to help my 9th grade students to achieve a communicative approach in a grammar translation class?

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This research was done to obtain a university degree as an English teacher.

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Acknowledgements

This road was not possible to fulfill without the support of my family, friends and teachers. There are no words for expressing what I am feeling at this point, it was a difficult process but now I am at the end.

Almost five years and neither colors nor emotion came up to my life; however, life can turns on a colored one. You just appeared. Thanks.

In memory of…

My father and José Callado
Abstract

This Action Research looks for several strategies to make a transition from a grammar translation method used in a school placed in Puente Alto, Chile, to a communicative language teaching in an English as a Foreign Language (EFL) classroom during 3 months about. The ages of students in this project are around 14 and 16. Strategies were chosen according to students’ need, interests and context. At the end of this project, author/researcher is able to find himself with different strategies learnt during five years at university. These strategies succeed and different tools will demonstrate it. This was accepted by students and community evidenciating a transition from two different language learning approaches.

Keywords: grammar approach, communicative approach, EFL, strategies, context, action research.

Abstract

Esta investigación acción busca varias estrategias para hacer una transición desde un método de gramática traducción usado en una escuela localizada en Puente Alto, Chile, a una enseñanza del idioma comunicativa en una sala de clases de inglés como idioma extranjero durante 3 meses aproximadamente. La edad de los estudiantes en este proyecto está alrededor de los 14 y 16 años. Las estrategias fueron escogidas de acuerdo a las necesidades, intereses y el contexto de los estudiantes. Al final de este proyecto, el autor/investigador es capaz de encontrar por el mismo diferentes estrategias aprendidas durante cinco años en la universidad. Estas estrategias tuvieron éxito y diferentes
herramientas lo demostraran. Esto fue aceptado por estudiantes y comunidad evidenciando transición desde dos enfoques de aprendizaje del idioma.

*Palabras Claves:* Enfoque gramático, enfoque comunicativo, Inglés como idioma extranjero, estrategias, contexto, investigación acción.
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Introduction

The most important reason to write this research is to improve strategies for students and teachers in order to save time in terms of learning a language. Moreover, as students have been taught using the Grammar Translation Method, they will be not able to properly produce in the target language and develop their communicative competence.

Taking into consideration my own experiences in several schools in Santiago, I noticed the fact that someone without opportunities to interact with native English speakers makes difficult a proper acquisition of a foreign language. For that reason, students tend to assume that language is acquired by English-Spanish translation; as a consequence, some teachers prefer to continue delivering their classes using this method.

Additionally, it is difficult to encourage my students to produce in the target language; however, in this research I will figure out strategies to achieve a communicative language teaching – CLT from now on -. Therefore, it will be a tool for avoiding the use of mother tongue in English lessons in order to contribute with their performance in second language.

Moreover, this investigation is supported by two-week class observations and different tools to gather data, which will be decided in the course of the development of this action research. Additionally, this work is more than a reflection on my teaching practice since attempts to modify some performances in order to improve student’s learning.
Context

The school selected for this action research is “Colegio Técnico Las nieves”, located in Puente Alto, Metropolitan Region, at Concha y Toro Avenue #2188 near “Protectora de la Infancia” subway. It is a subsidized school which imparts its education under the Technical-Professional mode which belongs to Protectora de la Infancia foundation.

Currently, the school has about 805 students –only girls- approximately divided into 20 courses from 9th to 12th grade and it has 76.6% of social risk students, according to information provided by the academic coordinator of the school. For that reason, this institution receives founds from Subvención Escolar Preferencial –SEP- for a 20% of students and parents must monthly pay a minimum amount of money. Girls attend to school from 8 a.m. to 5 p.m. Also, English classes are divided into two days: 4 hours a week for 9th and 10th grade; and from 11th to 12th grade, English classes are divided into one day and 2 hours a week. Consequently, under the Decree 220/98 the institution provides teaching from 9th to 12th grade with a general plan. Therefore, 11th and 12th grade specialties are:

- Telecommunications

- Gastronomy

- Young learners nursery

Additionally, in terms of infrastructure this institution provides a library with complete availability for students, so that they can access to different resources in every taught subject. It also has English laboratory –Enlaces room- with one computer for each student and different extracurricular workshops, such as, taekwondo, volleyball, among others.
Inside classrooms there is neither data projector nor speakers; however, teachers can borrow one at the school library or bring any resource needed for lessons. Regarding to teachers and administrative staff there are about 55 people working in this community and two English Foreign Language –EFL - teachers. In terms of sitting arrangement, students are seated in a traditional classroom structure, for instance, teacher is in the front and students looking at him/her.

Furthermore, the national curriculum in this school is covered by using a book called “Touchstone” for 9th and 10th grade. Besides, another book is used for 11th and 12th grade called “Start–up”, which provides specific vocabulary related to business.

The contents in those lessons are mainly teacher-centered. The class selected for this study is 9th grade B. In terms of students, there are 45 girls between 14 and 16 years old.

As the context of this research was already pointed out, now the focus is going to be based on a description of the problem identified during two weeks of observation. This term I started observing 10 pedagogical hours during two weeks from August 6th to 20th where I served as a co-teacher monitoring students in different activities and performing some interventions for giving instructions.

One issue that caught my attention before I began lessons was related to language learning. As I acknowledged in a journal entry, my host teacher was delivering her class, providing some vocabulary for a book activity and writing on the whiteboard every word adding a translation into Spanish for each one since students were claiming Profe, qué significa esa palabra?.... For instance: outgoing= extrovertido, lazy= flojo, shy= tímido”. After this day, I noticed that it was a common situation in this classroom. In a different
journal entry from August 17th, I jotted down: My host teacher asked me for delivering some instructions related to next activity. Consequently, I began to read instructions and modelling the activity using some samples related to vocabulary learnt during previous sessions. Therefore, students could apply previous knowledge and reinforce it with new one. However, students did not get the information properly so that they asked me ¿Qué dijo? or ¿Qué significa esa palabra? Thus, I read it again in English and then in Spanish in order to deliver the message.

Finally, I am able to say that English lessons are constantly delayed because of many reasons, extracurricular activities or even explaining contents that must be translated. In classes, students are exposed to a situation that also triggers their learning process since they must complete a process of Grammar translation method in order to acquire the target language. For that reason, students take more time than expected for acquiring English and classes many times are delayed because of this. Having already pointed out this issue related to language acquisition, a problem that comes with this English translation in classroom is that students are not able to produce in target language when they are asked to do it. Most of them translate what they want to say word by word and get paralyzed and not capable to utter or receive any message in English. Even though participation in classroom is not an issue, learners are constantly answering in Spanish when they are asked to do it in English.
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Research question

According to the information previously portrayed, this research question is:

- What strategies can I use to help my 9th grade students to achieve a communicative approach in a grammar translation class?
Rationale

As it was previously stated, students were used to receive messages twice in lessons. At the beginning, I observed that my host teacher was constantly translating words in every utterance. Actually, lessons were in Spanish about English. Therefore, I considered that her problem will not affect my future teaching practice despite she is not a teacher—she is English translator— with pedagogical studies. However, this situation was a constant element present in my lessons due to the fact that students asked me for providing a proper meaning in Spanish, asking me to write on the whiteboard or even for reading/speaking in the target language.

In a different lesson, an activity was based on a listening comprehension audio and students listened to it twice. Then, they had to look for specific information and to answer some information questions. After playing the track twice, students claimed that they did not understand some words; consequently, the message was different for every student. Hence, I played the track again and stopped in different parts in order to recognize information word by word. Next, students asked me about the meaning of those words. As a result, this part of the activity took 20 minutes for understanding the conversation even though it was planned for 7 to 10 minutes. Despite the fact students properly understood the message, they spent more time since learners had to receive the contents in Spanish and then acquire them in English. Then, students were delayed receiving the correct message since they were translating rather than understanding it.

The importance of this research in my teaching practice consists of improving strategies for learning a foreign language. In other words, I am attempting to eradicate little
by little use of Spanish during English lessons. I consider that EFL teachers tend to spend extra time translating English into Spanish and classes get stuck in some parts when students are not able to understand different words. For that reason, in this action research my main goal is to enhance my students’ capabilities in terms of language production.

In my experience studying English at the university, attending different schools and acquiring their culture, I have noticed that there are two types of teachers in terms of teaching. On the one hand, a teacher who takes care about students making them remember in detail every rule of the language and at the end of the unit, he or she uses a summative assessment or test in order to summarize all the contents. This type of teacher tends to apply activities like “Fill in the gaps with the correct verb tense”, this type of activities and teaching practices focuses on reproduction of the language by memorization and use of different grammatical rules. For that reason, students are in a minimum contact with English and communication is hindered by this issue. On the other hand, there is a teacher that focuses his or her teaching practice in English with a purpose; basically, the purpose of communication. This teacher attempts to improve students’ language acquisition by exposure to the target language. In other words, a teacher who focuses on production rather than reproduction, communication versus translation, he or she embraces their learners with a purpose in English, the objective to communicate. It is remarkable to point out that “people study a language, they accumulate a lot of ‘up-in-the-head’ knowledge, i.e. they may know rules of grammar and lists of vocabulary items, but then find that they can’t actually use this language to communicate when they want to” (Scrivener, J., 2011, p. 213)
Turning to the relevance of the problem in this specific context, the research will help “Colegio Técnico Las Nieves” community to improve EFL teachers practice and student’s target language learning in terms of time spent during lessons with different strategies that I will find out in order to improve communication among students. For that reason, the relevance of the problem is merely related to improve strategies for acquiring language in order to make a transition between a grammar-approach into a communicative-one. Additionally, it is important to mention that “the purpose is that students could continue developing English skills in order to communicate in real life situations and to access knowledge that contributes in a bigger develop for their academic life and future work.” (MINEDUC, p.238, 2013) As it was pointed out, the relevance of achieve a communicative approach is related to a national consensus for improving an approach that help students develop their communicative skill in a context of real life.

Finally, the impact or contributions of the study in my professional growth will allow me to identify different techniques for teaching a foreign language in a context with lack or null English interaction out of classroom in order to make students learn English with a significant purpose and not for getting a grade at the end of the unit. Eventually, outcomes expected in this research are basically to introduce English as a language for communication and not as a part of content to be translated. For that reason, my main goal for this research is to make students communicate in order to deliver a lesson without use of Spanish. This achievement need to be developed for every student in terms of diversity, so that it is necessary to comprehend different techniques and styles of learning for every student in order to thoroughly reach this objective.
Literature Review

In this research there are few concepts that need to be presented before to start a depth analysis of this work. As it was previously depicted, grammar translation (GTM) method is a common issue in the context of this investigation; for that reason, it is important to establish a definition in order to get a better understanding about it. Hence, Communicative language teaching (CLT) is going to be the second concept stated and the transition from one to the other is going to be detailed later on. Additionally, Task-based instruction is the third main concept of this investigation and the importance related to EFL is going to be portrayed in relation to the second concept.

- Grammar Translation Method (GTM)
- Communicative language teaching (CLT)
- Task-based instruction (TBI)

During the process of reading about different definitions of each concept, I choose one of the most suitable for undertaking the notion of “Grammar Translation Method” – GTM from now on. Therefore, this is related to a historical overview from Zainuddin (2011) who claims that the main goal for learning a language was not for speaking and/or communicative purposes. On the contrary, this approach was originated for exercising the mind and at the same time to be able to read in the target language.

As it was pointed out, communicate in the language was not a goal, so that lessons were delivered primarily in the students’ mother tongue; then, teacher made no effort to improve a correct pronunciation on learners. Grammar in this case was considered the gist, lots of memorization and grammatical aspects of rules that described language functions.
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In this same line of thinking, the author argues the following: “it was not surprising, then, that even students who spent several years studying a foreign language were not able to speak that language.” (p. 64, 2011)

Regarding to concepts related to a GTM; it is remarkable to point out two different concepts portrayed by Scott Thornbury in *How to teach grammar* (2002) which comprises inductive and deductive grammar learning. Therefore, a deductive approach involves the learner in a general rule, applied to specific examples and practiced through exercise. Moreover, an inductive learning approach comprises the learners noticing, detecting, patterns and finding out a ‘rule’ for their own before they use the language. Particularly, as Thornbury (2002) acknowledged “a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. An inductive approach starts with some examples from which a rule is inferred”. (p.29)

Furthermore, the *Principles of language learning and teaching* by Douglas Brown explores classroom learning that tends to rely more than it should on deductive reasoning. Brown (2007) argues that a use overemphasized of deductive reasoning in language teaching occurs in Traditional – especially Grammar Translation- methods. He also claims “while it may be appropriate at times to articulate a rule and then proceed to its instances, most of the evidence in communicative second language learning points to the superiority of an inductive approach to rules and generalizations”. (p.104) Besides, *Grammar Teaching Revisited: EFL Teachers between Grammar Abstinence and Formal Grammar Teaching* by Ahmad Nazari states that teachers’ emotions and feelings towards grammar affect how students learn. She also acknowledges that GTM teaching looks to promote awareness and
understanding of English structures, in other words, awareness of the form, appropriate use of structures and meaning. (2012) Indeed, when teachers teach in an inductive approach students become more proficient and learn better in the target language than if they teach in a deductive way; moreover, the first one attaining communication.

According to Betty Azar, one remarkable aspect of grammar approached is that it helps learners to explore the nature of language, in other words, language consists of patterns that are predictable. It makes what we read, say, write and hear intelligible. Otherwise, without grammar we would have only individual words or sounds, pictures, and body expressions to communicate meaning (2009).

Consequently, Sandra Fotos and Eli Hinkel in *New perspectives on grammar teaching in second language classrooms* portrays that parts of speech could not be used as effectively to analyze language in which word order and syntax produced grammatical function and where rules often had multiple exceptions. However, this traditional approach stills valid in a number of countries, particularly true for many English as a foreign language (EFL) classrooms, where target language is learned through translation into mother tongue and memorizing grammar rules and vocabulary. (2002) Actually, the focus of the class should not be this, even though teachers may consider it is important for learners to understand grammar aspects. In other words, it is important to seek for easier ways of explaining contents for students rather than using explicit grammar structures to exemplify.
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The aforementioned literature about Grammar Translation Method, allows me to identify and describe how this concept is understood in different contexts. Additionally, it reflects that this old-fashioned method stills valid even though communication is not a goal for it. For that reason, I am not referring that grammar is not needed in order to learn a second language; on the contrary, it is an important aspect of learning a foreign language but the method used is not the proper, in this case an inductive grammar will be helpful for achieving this objective of communication. Hence, this concept of inductive grammar is briefly defined and supported by the national curricula since in Bases Curriculares (2013) it refers to the main objective in order to learn a language that is to use it in situations similar to real life, rather than to analyze its parts or practice its structure in a repetitive way. For this purpose, inductive grammar through communicative situations in context will facilitate the process of learning a second language (p. 241)

Now, the analysis turns into the concept of communication; for that reason, it is necessary to establish why a communicative approach is important in this research. According to Fotos and Hinkel, communicative approach arose in response to the greatly increased numbers of ESL learners. “…these learners knew grammar rules but could not use the target language communicatively”. (p.4) Furthermore, the Approaches and methods in language teaching by Jack C. Richards and Theodore S. Rodgers (2001) claims that the communicative approach in language teaching starts from a theory of language as communication. Therefore, the goal of language teaching is to develop what Hymes (cited in Richards & Rodgers) refers to as ‘communicative competence’. (p.69) In other words, this competence states the ability to use linguistic system effectively and appropriately.
In fact, Fotos and Hinkel establish that communicative approach does not provide grammar formal instruction but rather presents quantities of meaning-focused input containing target forms and vocabulary. The assumption is that learners would acquire language naturally, responding to the input during the process of comprehending. (2002)

Besides, Krashen’s input hypothesis or Monitor model of the 70’s and 80’s had a great deal of influence on the communicative pedagogy. His hypothesis of language acquisition turned into learner linguistic competence reached by means of natural language acquisition in the process of real communication when students or learners are exposed to many aspects of language use, such as speaking, reading, and listening. Krashen’s Monitor model proposes that the learning of L2 depends on the presence of ‘comprehensible input’ or understanding messages through meaningful activities, listening, reading or speaking for enjoyment. As a result, explicit grammar teaching or correcting learner error does not feature the communicative method of L2 teaching. (Fotos, S. & Hinkel, E. 2002, p.5)

In brief, Nunan (2004) related to Krashen’s theory, states out the following definition:

[…] we acquire languages when we understand messages (input) in the target language that are just a little beyond our current level of acquired competence. According to this hypothesis, in order for learners to progress from one stage of acquisition to the next, they need to comprehend language that includes a structure at the stage beyond that of their current level. (p.79)
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At the same time, it is necessary to establish what communication is. Azar (2009) portrays that “communicative practice is usually centered on the students’ own lives: their opinions, experiences and real-life situations. Including the fact that they are in a classroom trying to learn English” (p.7). This approach usually works with task and content-based activities.

As has been noted, this communicative approach is going to be understood as a process where students or learners achieve communication by exposure to the target language; for that reason, in Bases Curriculares (2013) it is portrayed that second language acquisition is achieved as a result of social interactions, in circumstances with the objective of communicate information and use of the target language in a significant way in order to perform a challenging task. These communicative tasks are defined as class work that presents to students daily life situations. Then it is required that students, produce and interact with the second language. (p.242)

The Task-based language teaching by David Nunan (2004) discuss different approaches to understand the concept of task; however, in this case pedagogical task will help to thoroughly comprehend this notion. An activity or action carried out as the result of processing understanding language, i.e. as a response. For instance, listening to an instruction and performing a command, drawing a map while listening a recording may be referred to as tasks. Thus, tasks may or may not involve production of language. It usually requires that teacher specifies what will be a successful achievement of the task. Additionally, Richards among others cited in Nunan (2004) acknowledges that:
The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative… since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. (p.2)

In other words, tasks are defined in terms of what students or learners will do in class rather than in real world outside classroom. Therefore, it is important to point out that in task-based instruction meaning is primary, there is some sort of relationship to comparable real-world activities, and it requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. (Nunan, D. 2004, p.4-5)

To illustrate, Lai argues that by matching strategies, texts and reading purposes it is possible for second language readers to significantly increase both their reading speed, and also their comprehension (cited in Nunan, D. 2004). Additionally, a different study from David Nunan (2001) the Designing tasks for the communicative classroom provides a set of strategies for teaching reading such as skimming and scanning getting main or general ideas about a text; predicting, anticipating what it comes; reading actively, asking questions and then reading for answers; inferring, identifying ideas that are not explicitly in the text. Namely, learner has an active and negotiate role; should contribute as well as receive. (Nunan, D. 2004)

Accordingly, a well-known researcher that sustains the idea of communication is Noam Chomsky (cited in Rost), he proposes that “the context of situation’ –rather than
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linguistics units themselves- determined the meaning of utterances.” (p.8) This implies that meaning is a function of the situational and cultural context in which it occurs, and that language understanding involved an integration of linguistic comprehension and non-linguistic interpretation. (2001)

Given these points, in this action research task are going to be understood as a set of actions students will do in class, for instance, it is going to be requested that students could describe what they do in their daily life. Therefore, the previous literature portrays an ideal context in order to apply these concepts. However, in the context of this action research not all definitions are going to be taken into consideration for the course of this work. In other words, students will make a process of change from a receptive role into a productive role in the class. I am going to undertake a speaking activity related to language production in terms of significant contents related to their daily routine.

In essence, communication will be achieve little by little since this context hinders a fast and efficient transition from the first concept pointed out -Grammar Translation Method – into a Communicative approach by using task based activities. Aspects such as time, amount of students, diverse realities obstacle this transition. However, it is not impossible if students and teacher overcome the classic model of GTM.
Methodology

In this research, I have decided to carry out three different instruments in order to register a transition between these two methods of learning, GTM to CLT. The first tool is a survey to my students, second one an observation sheet about myself and what I perceive from my students, and the third one a checklist that I will complete if my students achieve or not the criteria described on it.

Therefore, the survey will be applied at the end of every lesson and 9th graders participating in this process will answer according to a set of open-ended questions anonymously and voluntarily with the purpose of receive their feedback about lessons. The idea is to receive information every week from my performance in terms of teaching. As Burns (2009) argues, in this tool the question that summarizes the purpose is “what do I want to know”. In this case, what I want to know about my teaching practice in terms to improve or let aside different aspects of it.

As a result, all information gathered will allow me to identify what I perceive and see during classes. The following questions are (appendix A):

- What did we do today?
- What did you learn from today’s lesson?
- What was your favorite part?
- What would you like to change about the course?
- What do you think about the activities or any other part?
As it was said before, students will participate anonymously and voluntarily since I do not want to force my student to answer if they do not desire it. I decided open-ended questions due to the fact that it will provide a variety of information instead of choices or alternatives. After collecting the information, it will be analyzed in terms of similarity of words; for example, after collecting these data I am going to analyze them in a word cloud in terms of quantity that words are repeated through different lessons through meaning of different words used to answer every question.

In terms of second instrument, this observation sheet will allow me to identify progression on my transition from GTM into CLT, if any, within my lessons at the beginning and end of this action plan in terms of my teaching practice and students’ reaction about it. According to Anne Burns, an observation sheet is defined as “a list of behaviors is set out and events are recorded as they occur. The observer uses a particular period of time to note the behaviors and tally them” (2009, p.63).

Finally, the checklist will help me to identify how my strategies are working with my students. After different strategies applied during lessons, I will complete a checklist in order to notice if lessons had been suitable and proper for my goal. This instrument is going to be documented and written every lesson I intervene, as well as other instruments mentioned above. The checklist will be filled by ticking a rating scale with 4 different frequency adverbs from: always, frequently, occasionally and rarely. The purpose of this instrument is to record data, note descriptions and take into account what occurs in classroom (Burns, 2009) In relation to what Burns claims, in this action research my specific purpose is to document and register whether my strategies are working properly or
not in terms of what I perceive from my students (4 questions) and my own teaching practice (4 questions); specifically, aspects such efficiency in tasks, positive attitude toward the lesson, understanding of the topic, so on.

Lesson plans will be attached in order to reflect on what I am doing every class, so that any possible change it will be portrayed through planning (appendix D)

Phases on this research are, see figure 3:

Figure 1. Gantt Chart.
**Data Analysis**

As it has been previously portrayed, the objective of this work consists of try to find out different strategies in order to make a transition between a GTM to a CLT. Therefore, it is essential to analyze the data gathered during at least 4 classes in order to identify, or not, the goal for this research. The two lessons before my intervention are part of six classes prepared for other teacher of the school in order to apply it for all 9th grades. Then, contents covered there are based on a unit called “Mysteries of the world”; for that reason, these last two classes are The Pincoya and The Headless Nun –a myth in the school.

Besides, the two classes left on this analysis are part of my own intervention. Due to different events at school, my classes were delayed at least for a month so that my intervention could not been properly applied. Additionally, my proposal is basically aspects of a unit related to “daily routines” in order to take into consideration students’ background and interests.

The aforementioned information allows me to introduce the evidence to show a progression, or not, before and after my intervention on this 9th grade. Thus, lesson of October 19th and 22th portray that students are easily getting bored and presenting lack of motivation since classes are always the same structure and the same type of material. In this case, the survey (See appendix 2.A) carried out at the end of every lesson shows that situation. There are five open-ended questions in order to get information about students and their perception of the lessons. Furthermore, surveys are going to be analyzed separately in before and after my intervention; so, the results of these are going to be compared.

Questions are the following:
1. What did we do today?
2. What did you learn from today’s lesson?
3. What was your favorite part?
4. What would you like to change about the course?
5. What do you think about the activities or any other part?

Consequently, these several questions were applied to students at the end of the lesson and the following chart acknowledges common answers.

<table>
<thead>
<tr>
<th>Question nº 1</th>
<th>Question nº 2</th>
<th>Question nº 3</th>
<th>Question nº 4</th>
<th>Question nº 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>“La guía de la Pincoya” “la monja sin cabeza” “la guía de la unidad”</td>
<td>“aprendí como se decía sirena en inglés” “aprendí el significado de headless nun” “aprendí que la Pincoya no tenía aletas”</td>
<td>“la de dibujar” “cuando hicimos los dibujos” “pintar” “me aburría la clase” “todas las clases fueron igual” “no tengo parte favorite”</td>
<td>“las historias no las conozco mucho y se hacen un poco fome” “se repite mucho lo de mitos y es fome” “las actividades son todas iguales” “no conozco nada de los mitos y me perdía mucho” “la guía era muy larga”</td>
<td>“me cuesta entender las palabras, pero teniendo el significado en español se hace más fácil” “me gustaron pero igual se ponen fomes en algunas partes” “se repite mucho el mismo tipo de actividades y me aburro” “es muy repetido y aburre eso”</td>
</tr>
</tbody>
</table>

**Figure 1. Answers to survey from October 19th & 22th**
According to figure 1, common answers were basically about material and contents since the compound of six classes based on a worksheet put on evidence this issue. For instance, most of the students on question number 4 wrote down similar answers related to a repetition of contents or material as these worksheets. Hence, on question number 3 students jotted down similar answers in terms of activity, they said that they liked drawing. Despite the fact the worksheet was carried out with similar activities, students were not reluctant to finish an activity different from the rest.

Notwithstanding, on figure 2, I am going to put on evidence with the same questions what occurred at the moment I started to overcome the model of activities and material.
<table>
<thead>
<tr>
<th>Question n° 1</th>
<th>Question n° 2</th>
<th>Question n° 3</th>
<th>Question n° 4</th>
<th>Question n° 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>“daily routines” “hablar de cosas que hacemos a diario” “rutinas diarias” “cosas que hacemos a diario”</td>
<td>“aprendí a hacer algunas oraciones con lo que hago a diario” “aprendí a decir en inglés cosas que hago todos los días” aprendí a usar la S del verbo en he, she o it”</td>
<td>“unir palabras” “la actividad de matching” “preguntarle a mi compañera” “comparar lo que hago yo con mi compañera” “hacer oraciones y decirlas en inglés” “a decir lo que hago todos los días”</td>
<td>“el texto era fome porque hablaba de niños de otro lado” “cambiaría el texto” “a veces iba muy rápido y me confundía” “me gustaron las actividades”</td>
<td>“Me gusto que esta vez fuera algo que uno hace siempre y no una historia que ni conozco” “Eran más entretenidas y se entendían más que las otras guías que vimos de los mitos” “me gusto que las actividades sean de algo más común y conocido por todas”</td>
</tr>
</tbody>
</table>

**Figure 2.** Answers to survey from November 12th & 19th

Consequently, the previous chart portrays that students were willing to develop certain activities and to enjoy lessons by different activities. Besides, some answers in the last lessons of “mysteries of the world” claimed that they were getting bored, in this new content and change of activities, they answered that lessons were more enjoyable. Indeed, learners are in a stage of transition and they are trying to accommodate their previous structure; for that reason, some of them could get into turmoil when they do not know some words and try to translate in order to make it easier for them.
Briefly, data obtained during these weeks will be structured into a word cloud to exemplify the amount of words repeated in terms of students’ answers. See figure 3.

**Figure 3.** *Word cloud with frequent words used by students’ answers in surveys*

The previous word cloud in figure 3, acknowledges that students answers are frequent, words such as “objetivos, leer, aprender, ingles, instrucciones, mejorar” provides a good impression in a barely analysis of the data obtained from different lessons.

The other instrument used for this work is the observation sheet (See appendix 2.B), in this part teachers perception about the course of the lesson are going to be portrayed. In figure 4, it is possible to recognize that lessons were getting repetitive and teacher got burned-out.
STRATEGIES TO MAKE A TRANSITION FROM A GRAMMAR TO COMMUNICATIVE APPROACH IN EFL

<table>
<thead>
<tr>
<th>Student’s reaction about activities that I perceive after lessons:</th>
<th>My comments on my teaching practice after every lesson: What to improve? What to maintain?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tired</td>
<td>Students did not participate at all since they looked bored. The topic seems to be unknown for students. I get bored and stressed</td>
</tr>
<tr>
<td>They get bored</td>
<td>Instructions need to be clearer and simpler.</td>
</tr>
<tr>
<td>I do not know what to maintain since students were distracted, bored and class got teacher centered.</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 4. Observation sheet October 19th**

As it was previously stated, students and teacher perceive the same in terms of lesson since boredom becomes a key element. Besides, I consider that instructions need to be developed in order to improve my lessons and students’ motivation; though, students were willing to develop activities, they get paralyzed since instructions were not properly given.

Nevertheless, in last lesson performed on November 19th, see figure 5, it is possible to infer that students are progressing from first lesson. For instance, in this lesson that I implemented activities based on students’ interaction, they seem to be motivated even though I need to improve my giving instructions skills since some of them may get confused about activities. Actually, my perception about students at the end of the lesson was completely different from the first class that I gathered data.
Student’s reaction about activities that I perceive after lessons: | My comments on my teaching practice after every lesson:  
What to improve?  
What to maintain?  
--- | ---  
Excited | Use a topic that they already know, motivate students to participate during the lesson.  
| Improve instructions; make it clearer and easier to follow.  
| Maintain format of activities, use different activities in class help students to keep motivated.  

**Figure 5. Observation sheet November 19th**

Taking everything into account, the last instrument analyzed is going to be the checklist (See appendix 2.C). Then, first checklist from October 19th and last checklist from November 19th are going to be put on evidence in the same template. The results from the first one are going to be represented by an “X”; then, results from the last checklist are going to be represented by an “Y”.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students ask for grammar aspects or translation</td>
<td>X</td>
<td></td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Students understand instructions in target language</td>
<td></td>
<td>Y</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Students’ reaction is positive according to material provided</td>
<td></td>
<td>Y</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students complete activities by their own</td>
<td>XY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I give proper and effective instructions</td>
<td>Y  X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use valid instrument for assessing my students</td>
<td>Y  x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I correct student’s mistake</td>
<td>Y  X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know my students’ needs.</td>
<td>Y  X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 6. Checklists from October and November 19th**

As it was previously stated in checklists, there is little progression in the first aspect that is related to grammar issues. Therefore, it is possible to infer that students are getting closer to my objective that I want for; in this case, achieve a communicative approach. Despite the fact there are few elements that need to be improved such as instructions and students autonomy in terms of activities.

Additionally, those two aspects mentioned are interwoven since students cannot work by their own whether they do not understand what to do; for that reason, instructions need to be improved in order to achieve a better progression of this objective. Another aspect that is acknowledged on checklist is related to students’ needs and mistakes since at the beginning it was a poor knowledge about them and little by little I was able to recognize and understand different needs or situation from each one.
Reflection and Analysis

The intervention made in 9th grade ended up being fruitful for students and myself. Despite the fact I was not able to perform my complete intervention due to different activities at school that hindered my timing, I was able to get unexpected results. Even though my students had not had this sort of experience before – different activities and lessons other than grammar translation – they quickly adapted and perceived that Spanish was not allowed in lessons. For that reason, at the beginning I used material provided by school and then I moved on my own material created according to school’s needs and context of this classroom in order to make a better transition from one approach to the other.

Taking into consideration all the data gathered from the three instruments (surveys, checklists and observation sheets), I consider that strategies were thoroughly successful for both the students and I. The first strategy was helpful to make students get in contact with the target language and then familiarize them with some vocabulary they did not know. Even though at the beginning it was difficult to deliver a lesson with complete use of English, students noticed that I was not speaking in Spanish and students were letting aside the common question “Profe, que significa eso en Español?”.

I attempted to make my students improve their skills even though they were not able to read or speak in English, they easily understood that to get better they need to practice. At the beginning, the use of material provided by school was not so effective as I expected since students were not used to work with those contents; for that reason, some classes did not work properly. However, the use of my own material allowed me to realize that students are motivated to participate and learn when they are exposed to meaningful
contents – in this case daily routine seems to be effective since they knew the actions involved in this unit.

Finally, I gathered from my experience that concepts by self are not enough to perform an ideal lesson; in other words, theory is not enough to solve a concrete problem inside a classroom. It is necessary to know your students in order to adequate different strategies before to make a decision about. This specific context is rough since students come from a harsh reality that hinder some ideas you may have according to theory learnt. Therefore, students can get easily frustrated when they do not know how to deal with a language that they have a barely contact. Additionally, teacher can also get burnout finding a suitable strategy to perform. The relevance of context, interests, use of different cognitive skills are a key element of a good teaching practice.
Conclusion and Implications

This project was finished with expected and fruitful outcomes in terms of strategies used in this work. Knowing your students and a proper identification of their needs allow teacher to implement different strategies other than grammar focused. Making students infer about grammar structures and little by little avoid the use of Spanish or translation help to deliver a better lesson. It is important to develop different cognitive skills like reasoning. Students came with the idea that English is only spoken in U.S.A. or U.K.; however, it is relevant to keep in mind that English is a language. It is essential to make students reflect that English need to be considered as a mean of communication and not only for learning purposes.

Different strategies implemented in this project worked properly despite the fact of limitation I coped with during the process. Some limitations were:

- Amount of students
- The host teacher
- Standardized test students took
- Students were not properly acquainted with the process
- Time
- Activities programmed with the teacher

Therefore, I would not like to have those restrictions in order to improve and polish my work along the process. Undoubtedly, strategies worked properly with this 9th grade since they were motivated and aware about their host English teacher, many times they told me that they did not like lessons about grammar, they considered boring. Whether I could have
more flexibility with the activities I performed, this work could be finished better. I tried to apply a consistent order with my interventions; however, it was not possible due to the limitations I have already depicted.

Finally, it is important to emphasize the importance of not underestimate the value of this project in my future practice as a teacher. The relevance of this project will allow me to identify different needs in different contexts since students are always different and different background that undermined our teaching practice in every aspect. The impact of this research will remain in my coming schools.
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References


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Appendix A

Worksheets before my intervention

1 - Worksheet “Mysteries of the world” (The Pincoya) – October 19th

**THE PINCOYA**

The Pincoya, according to local mythology, is one of the most ancient mythical creatures, a female "water spirit" of the Chilotan Seas. The Pincoya has long blonde hair, extremely beautiful, cheerful and sensual, unlike a mermaid; The Pincoya has legs which use them to dance. She rises from the seabed and wears a dress made of seaweed

The Pincoya personifies the fertility of marine species. Through her ritual dance she provides to the chilotan people abundance or deficiency of fish and seafood. If she performs her dance facing the sea, it means that Chiloe will have an abundance of fish. Seafood will be scarce when she dances facing the mountains with her back to the sea. Chilotan mythology is thankful of the Pincoya; they believe that she is a good, beautiful and humanitarian woman.

According to other legends, Pincoya is the daughter of Millalobo who is the king of the sea in chilotan mythology and a human woman named Huenchula. Her sister is the Sirena chilota (a siren) and her brother is Pincoy (a mermaid man or merman) who also is her husband, in addition, he is responsible of the beautiful and strange song which the Pincoya dances, with magical steps she fertilities the sea.

The three siblings lead and guide the drowned sailors to a large ghost ship, the Caleuche which sails the seas at night around the southern island of Chiloé. The ship appears briefly intact with sounds of a party on board, but quickly vanishes. The myth says that, who is on board can have another existence as if they were alive again.

I .- Read and identify the best title for each paragraph, write the number into the squares.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Another life</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The magic of her voice</td>
<td>4</td>
</tr>
</tbody>
</table>

II.- Read and draw The Pincoya as the text says.
III.- Read the definitions and distinguish the best one for The Pincoya, circle your answer.

1) Mermaid:
an imaginary sea creature fabled to have a woman's head and upper body and a fish's tail.

2) Siren:
One of a group of sea nymphs who by their sweet singing lured mariners to destruction on the rocks surrounding their island.

3) Merman:
A male counterpart of the mermaid.

IV.- Check your answers circling the best picture that represents The Pincoya.

VI.- Read the text and complete Pincoya's family tree.
STRATEGIES TO MAKE A TRANSITION FROM A GRAMMAR TO COMMUNICATIVE APPROACH IN EFL

VIII.- Join the sentences using the connectors: that / when / who / which.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There is abundance of seafood</td>
<td>That Pincoya dances.</td>
</tr>
<tr>
<td>2</td>
<td>Pincoy sings a magic song</td>
<td>When Part human, part fish.</td>
</tr>
<tr>
<td>3</td>
<td>Millalobo, the king of the sea</td>
<td>Who Is the father of Pincoya</td>
</tr>
<tr>
<td>4</td>
<td>A mermaid is an animal</td>
<td>which Pincoya dances to the sea.</td>
</tr>
</tbody>
</table>

IX.- Draw and paint in detail the song of fertility, include all the characters and descriptions for The Pincoya.
According to different researches there is a kind of ghost living in the walls of the building of the school “Colegio Técnico Las Nieves”.

The school belongs to the society known as “Protectora de la Infancia” and it is 120 years old, it was made in answer to the great amount of orphan children let by “Guerra del pacifico”.

The story says that the building was used for the first time in 1936, and it worked as a boarding school, in charge of nuns of the “San José” Congregation. Among all the functions they had, there was one related to the vigil of the girls, watching their behavior and comfort.

Maybe, in the 40’s, one night, one of the nuns took the elevator and got trapped when she tried to escape from it, she died losing her head. Since then the elevator was closed and covered but the legend says that as she died on duty she is still doing the vigil in the corridors of this school.

Some workers of the school say that the headless nun followed them to the other school located in the building named “Gabriela”; it was because of the earthquake in February 2010, they heard and felt her.

In 2006, when the penguin’s revolution took place, some of the students and teachers were in the school, some were in room 1 which was in the same place where the lab is now. The girls were playing and took some selfies and pictures, at the end of the night they saw the pictures and saw a smiling person flying above their heads, unfortunately the pictures were lost and nobody could confirm if the ghost was a nun or other entity. Another group of students saw faces on the walls of the toilet next to room 1.

In 2014, Jennifer Baldú, who works for this school, says that one day when she was going to an office on the third floor saw a nun wearing a brown robe in front of the office, she talked to her and the nun just nodded her head and didn’t say a word. When she came back to the teachers’ room she asked for the nun, but nobody knew about her or saw her, Veronica Santa María who works on the third floor also says that she saw her too and in 2015 Miguel Angel Provoste who is in charge of the feeding career says that he got trapped in the elevator where the nun died.

In 2013, after the earthquake, started the building on the new school, when the builders were asked to start soon they said that they were waiting for the nun to leave the building; they said that they saw her walking on the third floor. The story also says that
when they broke the wooden floor of the central hall, they found some clothing and shoes under it.

Pilar Peñaloza, who lived next to the school, is another worker of Colegio Técnico las Nieves”, when she was a child in the 70’s, her father worked and studied there, she says that when a nun died, the others let her rest on her bed during a whole day so that the students were allowed to say good bye to her. Coincidentally the nun´s community was on the third floor.

The truth is that none of these people can show evidence about the facts, but remember that there’s no smoke without fire.

III.- Read and identify the best title for each paragraph, write the number into the squares and write the title of the text on the line.

IV.- Complete the chart with the dates according to the text.
V. Join the sentences using the right connectors: That / when / who / which / where

<p>| | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A nun died</td>
<td><strong>THAT</strong></td>
<td>A</td>
<td>The nun died in an elevator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The pictures</td>
<td><strong>WHEN</strong></td>
<td>B</td>
<td>The students took are unclear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The story says</td>
<td><strong>WHO</strong></td>
<td>C</td>
<td>Saw a nun on the third floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>He got trapped in the elevator</td>
<td><strong>WHICH</strong></td>
<td>D</td>
<td>a headless nun lives in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Jeniffer Baldú is</td>
<td><strong>WHERE</strong></td>
<td>E</td>
<td>She got trapped in an elevator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
STRATEGIES TO MAKE A TRANSITION FROM A GRAMMAR TO COMMUNICATIVE APPROACH IN EFL

3- Worksheet about my intervention – Daily routine 1 – November 12th

1. Match the words with the images.

1) Take a shower
2) Brush the teeth
3) Have breakfast
4) Have lunch
5) Play the guitar
6) Go to school
7) Watch TV
8) Go to bed
9) Wake up
10) Get up
11) Study for the test
12) Comb the hair
13) Put on makeup
14) Chat with friends
15) Have dinner
16) Play volleyball
STRATEGIES TO MAKE A TRANSITION FROM A GRAMMAR TO COMMUNICATIVE APPROACH IN EFL
STRATEGIES TO MAKE A TRANSITION FROM A GRAMMAR TO COMMUNICATIVE APPROACH IN EFL

2. Look at the images of the previous activity. Where do you do these actions? Write a sentence including action and place.

E.G. → I brush my teeth in the bathroom.

1) 

2) 

3) 

4) 

5) 

6) 

7)
STRATEGIES TO MAKE A TRANSITION FROM A GRAMMAR TO COMMUNICATIVE APPROACH IN EFL

4 – Worksheet about my intervention – Daily routine 2 – November 19th

How much time do you spend on these activities every day?

On the phone ___________________  At school _________________
In bed _________________________  In the bus, subway ____________

1. Read the article. How many daily activities does it talk about?

IN THE LIFETIME
OF AN AVERAGE AMERICAN…

How many hours do you spend in bed? Six or seven hours a night maybe? And how many hours do you spend in front of the TV every week? Nine or ten? That’s not a lot, is it? Well, think again. Add together all the hours you spend on these activities in a lifetime, and the total numbers are surprising.

In an average lifetime, an American works over 90,000 hours, walks an amazing 22,000 kilometers (14,000 miles), and spends three and a half years eating.

Do you call your friends a lot? An average American talks on the telephone for two and a half years. On average, Americans sleep for 24 years and watch TV for 12 years. That’s 36 years – about half a lifetime – in bed or on the couch!
2. Read again and answer the following questions.

In average …

How many hours does an American spend at work?
How many years does an American spend on the phone?
How many years does an American spend in bed?
How many years does an American spend in front of the T.V.?

3. Read about the habits of an average American teenager. Then listen to Christine talking about her habits. Complete the chart about Christine.

<table>
<thead>
<tr>
<th>An average teenager</th>
<th>Christine …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinks 16 cans of soda a week</td>
<td>Drinks about ______ cans of soda a week</td>
</tr>
<tr>
<td>Eats dinner at home 3 times a week</td>
<td>Eats dinner at home ______ times a week</td>
</tr>
<tr>
<td>Spends about 5 hours a month online</td>
<td>Spends about ______ hours a month online</td>
</tr>
<tr>
<td>Watches TV 20 hours a week</td>
<td>Watches TV ______ a week.</td>
</tr>
</tbody>
</table>

4. Complete the sentences. Then tell a partner. Take the notes on your partner's activities.

<table>
<thead>
<tr>
<th>My week: On average …</th>
<th>My partner’s week: On average …</th>
</tr>
</thead>
<tbody>
<tr>
<td>I study ______ hour(s) a week.</td>
<td></td>
</tr>
<tr>
<td>I exercises ______ hour(s) a week.</td>
<td></td>
</tr>
<tr>
<td>I use my cell phone ______ time(s) a day.</td>
<td></td>
</tr>
<tr>
<td>I go to the park ______ time(s) a week.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

1 – Surveys before my intervention

Survey 1 (sample)

October 19th, Worksheet “Mysteries of the world” (The Pincoya)

Student 1#

1. What did we do today?
   
   *Vimos una guía de la Pincoya*

2. What did you learn from today’s lesson?
   
   *Aprendí que la Pincoya tenía piernas y no aletas.*

3. What was your favorite part?
   
   *La de dibujar*

4. What would you like to change about the course?
   
   *Las historias no las conozco mucho y se hace un poco fome*

5. What do you think about the activities or any other part?
   
   *Me cuesta entender las palabras, pero teniendo el significado en español se hace más fácil*
Survey 2 (Sample)
October 22th, Worksheet “Mysteries of the world” (The headless nun, local myth)
Student 2#

1. What did we do today?
   La historia de la monja sin cabeza del colegio

2. What did you learn from today’s lesson?
   Aprendí que headless nun significa monja sin cabeza.

3. What was your favorite part?
   No sé, porque encontré que todo era igual.

4. What would you like to change about the course?
   Las imágenes se veían borrosas y la guía era muy larga

5. What do you think about the activities or any other part?
   Me gustaron pero igual se ponen un poco fome en algunas partes.
STRATEGIES TO MAKE A TRANSITION FROM A GRAMMAR TO COMMUNICATIVE APPROACH IN EFL

Survey 3 (Sample)
November 12th, first class of intervention
Student 3#

1. What did we do today?
   
   *Daily routines*

2. What did you learn from today’s lesson?
   
   *Aprendí a hacer algunas oraciones con cosas que hago siempre en mi casa*

3. What was your favorite part?
   
   *La de unir las imágenes con las palabras*

4. What would you like to change about the course?
   
   *A veces iba muy rápido en las imágenes y me perdía.*

5. What do you think about the activities or any other part?
   
   *Me gusto que esta vez fuera algo que uno hace siempre y no una historia que ni conozco*
STRATEGIES TO MAKE A TRANSITION FROM A GRAMMAR TO COMMUNICATIVE APPROACH IN EFL

Survey 4 (Sample)
November 19th, second class of intervention
Student 4#

1. What did we do today?
   
   Hablar de las horas que uno hace las cosas como rutinas en la semana.

2. What did you learn from today’s lesson?
   
   Aprendí a usar frases para decir cuánto rato hago algo en la semana.

3. What was your favorite part?
   
   La de preguntarle a mi compañera por lo que hacía y cuánto rato.

4. What would you like to change about the course?
   
   El texto era fome porque hablaba de personas de otros lados.

5. What do you think about the activities or any other part?
   
   Eran más entretenidas y se entendían más que las otras guías que vimos de los mitos.
2 – Observation sheet

October 19th

<table>
<thead>
<tr>
<th>Student’s reaction about activities that I perceive after lessons:</th>
<th>My comments on my teaching practice after every lesson: What to improve? What to maintain?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tired</td>
<td>Students did not participate at all since they looked bored. The topic seems to be unknown for students. I get bored and stressed</td>
</tr>
<tr>
<td>They get bored</td>
<td>Instructions need to be clearer and simpler.</td>
</tr>
<tr>
<td></td>
<td>I do not know what to maintain since students were distracted, bored and class got teacher centered.</td>
</tr>
</tbody>
</table>
Observation sheet

October 22th

<table>
<thead>
<tr>
<th>Student’s reaction about activities that I perceive after lessons:</th>
<th>My comments on my teaching practice after every lesson: What to improve? What to maintain?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of class, students seemed tired and bored</td>
<td>Students participate at the beginning since they knew the local myth; however, at the end they did not.</td>
</tr>
<tr>
<td></td>
<td>Improve, the activities are always the same type; students get bored since it looks like a routine.</td>
</tr>
<tr>
<td></td>
<td>Maintain the use of a topic that students could be able to know and understand.</td>
</tr>
</tbody>
</table>
## Observation sheet

**November 12th**

<table>
<thead>
<tr>
<th>Student’s reaction about activities that I perceive after lessons:</th>
<th>My comments on my teaching practice after every lesson: What to improve? What to maintain?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivated</td>
<td>Students look more interested on the topic. I feel comfortable with the course of this activity.</td>
</tr>
<tr>
<td></td>
<td>Improve, challenging activities since students complete it quickly.</td>
</tr>
<tr>
<td></td>
<td>Maintain, my confidence toward students, they look more capable when teacher is constantly praising them.</td>
</tr>
</tbody>
</table>
Strategies to Make a Transition from a Grammar to Communicative Approach in EFL

Observation sheet

November 19th

<table>
<thead>
<tr>
<th>Student’s reaction about activities that I perceive after lessons:</th>
<th>My comments on my teaching practice after every lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excited</td>
<td>Use a topic that they already know, motivate students to participate during the lesson.</td>
</tr>
<tr>
<td></td>
<td>Improve instructions; make it clearer and easier to follow.</td>
</tr>
<tr>
<td></td>
<td>Maintain format of activities, use different activities in class help students to keep motivated.</td>
</tr>
</tbody>
</table>
## Appendix C - Checklists

**October 19th**

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Frequently</th>
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<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students ask for grammar aspects or translation</td>
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<tr>
<td>Students understand instructions in target language</td>
<td></td>
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</tr>
<tr>
<td>Students’ reaction is positive according to material provided</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students complete activities by their own</td>
<td></td>
<td></td>
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<td>I give proper and effective instructions</td>
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<td>I use valid instrument for assessing my students</td>
<td></td>
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<td>X</td>
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<tr>
<td>I correct student’s mistake</td>
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### Appendix D – Lesson plans

**October 19th – The Pincoya – Lessons before my intervention**

<table>
<thead>
<tr>
<th>OBJECTIVE(S)</th>
<th>LESSON STEPS</th>
<th>STRATEGIES</th>
<th>ACTIVITIES</th>
<th>ASSESSMENT</th>
<th>RESOURCE(S)</th>
</tr>
</thead>
</table>
| Students will be able to recognize explicit information from brief paragraph and show understanding for each one. | Pre Present Motivate Activate Engage | -Brainstorming about the myth.  
- Students read paragraph and organize them.  
- Students draw The pincoya according description on paragraph | 1) Read and identify the best title for each paragraph, write the number into the squares.  
2) Read and draw The Pincoya as the text says. | Formative | - Whiteboard  
- Marker  
- Worksheet |
| 2. While Comprehension | 1) Read the definitions and distinguish the best one for The Pincoya, circle your answer.  
2) Read the text and complete Pincoya’s family tree. | -Students show understanding about previous reading in order to get a proper definition and family members for The Pincoya | Formative | - Whiteboard  
- Marker  
- Worksheet |
| 3. Post Productive skills Lang. awareness Practice Function | - Students link sentences according to the use of different connectors.  
- Students demonstrate understanding about The pincoya song. | 1) Join the sentences using the connectors: that / when / who / which.  
2) Draw and paint in detail the song of fertility, include all the characters and descriptions for The Pincoya. | - | - Whiteboard  
- Marker  
- Worksheet |
| **Closure** | **5-10 min.** | ➤ Feedback: Teacher checks students answer at the end of each activity.  
➤ Ask the students what they learnt. | - | - |
October 22th – The Headless nun – Lessons before my intervention

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<tr>
<th>OBJECTIVE(S)</th>
<th>LESSON STEPS</th>
<th>STRATEGIES</th>
<th>ACTIVITIES</th>
<th>ASSESSMENT</th>
<th>RESOURCE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the lesson, students will be able to recognize explicit information in a text, as well as using the words: that, when, who, which, where.</td>
<td>1. Pre Present Motivate Activate Engage</td>
<td>- Brainstorming about the headless nun. - Ask students about different perceptions about this myth. - Ask students about the origin of this story</td>
<td>Look at some images and discuss with their partner about them.</td>
<td>Formative</td>
<td>- Whiteboard - Marker - Worksheet</td>
</tr>
<tr>
<td>2. While Comprehension</td>
<td>In exercise two, students have to look at a list of titles and choose the most appropriate for each paragraph. In exercise three, students have to recognize the dates of the most relevant facts of the second exercise's text. In exercise four students have to join the first part of the sentence with the correct connector and then find the appropriate end of the sentence in the left column.</td>
<td>II.- Read and identify the best title for each paragraph, write the number into the squares and write the title of the text on the line. III.- Complete the chart with the dates according to the text. IV.- Join the sentences using the right connectors: That / when / who / which / where.</td>
<td>Formative</td>
<td>- Whiteboard - Marker - Worksheet</td>
<td></td>
</tr>
<tr>
<td>3. Post Productive skills Lang. awareness Practice Function</td>
<td>In exercise five, students have to write their opinion about this story.</td>
<td>V.- Is this a myth or is it real? Write your opinion in no more than 30 words.</td>
<td>Formative</td>
<td>- Whiteboard - Marker - Worksheet</td>
<td></td>
</tr>
</tbody>
</table>
November 12th - Daily Routines – Lessons on my intervention

<table>
<thead>
<tr>
<th>OBJECTIVE (S)</th>
<th>LESSON STEPS</th>
<th>STRATEGIES</th>
<th>ACTIVITIES</th>
<th>ASSESSMENT TIME</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this lesson, students will be able to recognize some vocabulary about actions we all do in our lives, as well as the places where we tend to do it.</td>
<td>1. Pre Present Motivate Activate Engage</td>
<td>During exercise 1, the teacher presents the topic to students. Then, he asks students about what they do every day in order to come up with some vocabulary related to Daily Routines. For example: Wake up, Take a shower, Brush the teeth, have breakfast/lunch/dinner, etc. After getting some vocabulary, in exercise two the teacher asks questions about the place where the actions are held. For example. Where do you take a shower? <em>I take a shower in the bathroom.</em> That's the sentence that students are expected to come up with. Then, the class continues creating five more sentences. Finally, the vocabulary that do not appear in the brainstorming, will be taught through TPR so as to make Pray as every morning.</td>
<td>Pray as every morning. 1) Brainstorming. 2) Creating sentences. 3) Teacher explains some vocabulary related to daily routines, mainly through Total Physical Response.</td>
<td>Formative 5-10 min</td>
<td>- Whiteboard - Marker - Data Projector.</td>
</tr>
</tbody>
</table>
### STRATEGIES TO MAKE A TRANSITION FROM A GRAMMAR TO COMMUNICATIVE APPROACH IN EFL

<table>
<thead>
<tr>
<th>2. While Comprehension</th>
<th>In this exercise, students have to match 16 actions with the images that appear in worksheet 1 Daily Routines.</th>
<th>4) Match the actions with the images.</th>
<th>Formative</th>
<th>15 min</th>
<th>- Whiteboard - Marker - Data Projector</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Post Productive skills Lang. awareness Practice Function</td>
<td>Finally, students have to choose and produce seven sentences about what they do in where they do the actions of their daily lives.</td>
<td>5) Where do you do the previous actions? Write seven sentences describing the place where you do your daily actions.</td>
<td>Formative</td>
<td>15 min</td>
<td>- Whiteboard - Marker</td>
</tr>
</tbody>
</table>

**Closure** 5-10 min. ➔ Ask the students what they learnt.
November 19th – Daily routines – Lessons on my intervention

<table>
<thead>
<tr>
<th>OBJECTIVE(S)</th>
<th>LESSON STEPS</th>
<th>STRATEGIES</th>
<th>ACTIVITIES</th>
<th>ASSESSMENT</th>
<th>TIME</th>
<th>RESOURCE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the lesson students will be able to recognize how much time they spend in different daily routine activities.</td>
<td>1. Pre Present Motivate Activate Engage</td>
<td>Students answer questions about the quantity of hours they spend on interest activities for them. This is to get them. Then, they complete the blanks of the first exercises in the worksheet.</td>
<td>How much time do you spend on these activities every day? (Worksheet November 16th)</td>
<td>Formative</td>
<td>- Whiteboard - Marker - Data Projector.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. While Comprehension</td>
<td>In exercise 1, students are expected to get the activities the texts is mentioning. In exercise two, students are expected to get familiarized with that kind of questions, which will be useful for their final presentation. Moreover, they have to answer the questions according to the information provided by the text. In exercise 3, students are expected to recognize the quantity of hours/times/year of the activities practiced by Christine.</td>
<td>1. Read the article. How many daily activities does it talk about? 2. Read again and answer the following questions. 3. Read about the habits of an average American teenager. Then listen to Christine talking about her habits. Complete the chart about Christine.</td>
<td>Formative</td>
<td>- Whiteboard - Marker - Data Projector</td>
<td></td>
</tr>
</tbody>
</table>
3. Post Productive skills
   - Language awareness
   - Practice Function

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Activity</th>
<th>Format</th>
<th>Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Post Productive skills</td>
<td>Finally, in exercise 4. Students will have to work in pairs, and write about her classmate's activities.</td>
<td>Formative</td>
<td>5-10 min.</td>
</tr>
<tr>
<td>4. Complete the sentences. Then tell a partner. Take the notes on your partner's activities.</td>
<td>- Ask the students what they learnt.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Closure**

- Whiteboard
  - Marker