UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

THESIS TITLE:

"DEDUCTIVE AND INDUCTIVE METHODS INFLUENCE TO TEACH GRAMMAR IN THE ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF 10th OF EDUCACIÓN GENERAL BÁSICA, CLASS "A" AT "CAMILO GALLEGOS TOLEDO" HIGH SCHOOL, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2016-2017"

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CERTIFICATE OF MEMBERS OF COMMITTE OF THE TRIBUNAL

Members of the tribunal of graduation of the research entitled:

"DEDUCTIVE AND INDUCTIVE METHODS INFLUENCE TO TEACH GRAMMAR IN THE ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF 10th OF EDUCACIÓN GENERAL BÁSICA, CLASS "A" AT "CAMILO GALLEGOS TOLEDO" HIGH SCHOOL, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2016-2017".

Submitted by: Marcia Cecilia Lema Miranda and Myrian Jessica Jua Cerda and directed by Mgs. Elsa Basantes.

The defense and final reviewing of this research of work accomplish all requirements. The written work was elaborated for getting the degree of "Licenciado en Ciencias de la Educación, Profesor del Idioma: Inglés" and it has been approved by members of tribunal. The tribunal authorizes this thesis work for its usage. As a final step, this research work will be kept in the **FACULTAD CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS** library at **UNIVERSIDAD NACIONAL DE CHIMBORAZO.**

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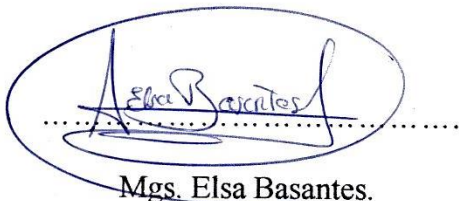
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theme:

"DEDUCTIVE AND INDUCTIVE METHODS INFLUENCE TO TEACH GRAMMAR IN THE ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF 10th OF EDUCACIÓN GENERAL BÁSICA, CLASS "A" AT "CAMILO GALLEGOS TOLEDO" HIGH SCHOOL, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2016-2017"

The opinions, ideas, information and commentaries are responsibility of the authors of this

work.

………………………………… ……………………………………

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DEDICATORY

This research work is dedicated to God, who has blessed me and cleared my mind. To my parents Laura and Valentin who have given me life, who Who instilled in me ethical and moral values to be a good person. Moreover my parents taught me that effort and constancy aims to achieve an objective therefore this goal is achieved thanks their unconditional support. A thankfulness to my dear sons, Bryan and Joseph, who have been my reason of living. They have been my happiness at all the times. Also to my brothers, who have always helped me in my difficulties. Finally, thanks to my English teachers for sharing their knowledge.

Marcia

This work is dedicated to my mother Estela, who is the reason of my life, and who has supported me at all times and has fought for me to achieve one more of my goals. Also it is dedicated this work to my sister Cintia and niece Valery for being by my side and pending of me. A gratitude to all my family for giving me their moral support, strength and courage to go on. Thanks to the English teachers who helped me to conclude this work successfully.

Jessica

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Firstly, manifesting our gratitude to God for keeping us alive and healthy to achieve our goal.

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Marcia and Jessica

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Abstract

Most of the students make many grammatical mistakes as a consequence, students lack a good grammatical structure, therefore the objective of the thesis was to determine the reasons why students make many grammatical errors considering the influence of deductive and inductive methods applied by the teacher to teach grammar in English language learning. Besides, it was researched the strategies used by the teacher to correct students' errors. This research was qualitative, descriptive and exploratory where the method used to describe and analyze the behavior of the population was the ethnographic. The data were obtained through direct observation technique whose instruments were observation guides carried out at the "Camilo Gallegos Toledo" High School, Chimborazo province, Riobamba city, with 37 students of 10th of Educación General Básica, class "A" during the month of November 2016, which contained seven items related to the objectives, each one directed to the teacher and students in order to collect information. In the research, it was determined that the teacher did not apply adequately the methods to teach grammar and did not use strategies to correct errors made by students. On the other hand, it was noted that students did not reflect on how a structure is formed and how it is used, then students need help from their teacher to improve their grammar learning as well as an extensive practice using real situations to students discover the grammatical rules by themselves to achieve meaningful learning.

Reviewed by: Barriga, Luis
Language Center Teacher

RESUMEN

La mayoría de los estudiantes cometen muchos errores gramaticales como consecuencia, los estudiantes carecen de una buena estructura gramatical, por lo tanto el objetivo de la tesis fue determinar las razones porqué los estudiantes cometen muchos errores gramaticales considerando la influencia de los métodos deductivo e inductivo aplicados por el profesor para enseñar gramática en el aprendizaje del Idioma Inglés. Además, se investigó las estrategias usadas por el profesor para corregir los errores de los estudiantes. Esta investigación fue cualitativa, descriptiva y exploratoria donde el método usado para describir y analizar el comportamiento de la población fue el etnográfico. Los datos fueron obtenidos mediante la técnica de observación directa cuyos instrumentos fueron guías de observación llevadas a cabo en el Colegio "Camilo Gallegos Toledo" de la provincia de Chimborazo, ciudad de Riobamba, con 37 estudiantes de décimo año de Educación General Básica paralelo "A" durante el mes de Noviembre del 2016, las cuales contenían siete ítems relacionados a los objetivos dirigidas cada una al profesor y estudiantes con el fin de recolectar información. En la investigación, se determinó que el profesor no aplicó adecuadamente los métodos para enseñar gramática y no utilizó estrategias para corregir errores cometidos por los estudiantes. Por otra parte, se observó que los estudiantes no reflexionaron sobre cómo una estructura está formada y cómo ésta es usada, entonces los estudiantes necesitan ayuda de su maestro para mejorar su aprendizaje de gramática así como una práctica extensiva usando situaciones reales para que los estudiantes descubran las reglas gramaticales por ellos mismos para lograr un aprendizaje significativo.

INTRODUCTION

The grammar before was seen as a linear, step by step process. Nowadays the progress of grammatical competences is seen as indispensable elements to integrate the basic skills with the aim of the students understand and practice English grammar. Students get the necessary confidence to speak and write English accurately.

The learners often come from different environments and localities with different levels of academic achievement therefore most of the students have problems in acquire a new Language.

When the observations were made, it was noticed that the most of students make many grammatical mistakes, while that the minority of them have an idea on how form a grammatical structure.

This is a great problem because the teacher does not apply the methods correctly and the lack of strategies to correct the mistakes at the adequate moment. Because of this, most of students see the English grammar learning as something complex and boring losing the interest in obtaining meaningful learning. Thus, students are limited to practice the target language in a real context, making it complicated to create better opportunities in the academic and social field.

Then this theme was chosen because grammar is relevant since this is the base of a structure to be proficient to choose the words which ought to be placed and to empower the learners to comprehend these sets of rules for providing them with the skill of the interpretation in the taught language.

This work is researching how the teacher uses the deductive and inductive methods to teach grammar as well as if the teacher applies strategies to correct the grammatical mistakes.

The present research project has as main goal to determine the reasons why the students make grammatical mistakes considering the influence of deductive and inductive methods applied by the teacher to teach grammar in the English Language.

The contribution of this research is giving a broad knowledge about how to teach the grammar adequately and know how and when to correct the mistakes of the students using strategies.

This research is essential to have knowledge on how to use the methods adequately to optimize a good performance as teacher and help to the learners to obtain a functional language with the purpose that the students use the language to decide what to say on the basis of what students want to achieve.

The purpose of the research is provide enough information to the teacher to get a good performance in the English Language Teaching

In the content of this research project the information got from the observed classes is analyzed and explained, and the results of our research are presented in this document.

Chapter I is about referential framework it contains the main theme of the thesis, the location of the school, objectives and justification. *Chapter II* is the Theorical framework which include relevant information to support the research. The topics involved are: what is deductive method, advantages and disadvantages of deductive method, what is inductive method, advantages and disadvantages of inductive method, deductive and inductive method to teach grammar, what is grammar?, what is structure?, presenting grammar structures, language functions, techniques to get the meaning of words, importance of grammar, students error correction, when to correct, how and when to correct grammatical mistakes, correcting grammatical mistakes of written works, the role of grammar in the curriculum, grammar teaching in different methods and approaches, definition of basic terms. *Chapter III* contains the Methodological framework in which are included: scientific method, research design, the type and the levels of the research, the observation was made with 27 students both women and men, technique used was a direct observation with their instruments observation guides.

Chapter IV the analysis of the observation guides is presented. *Chapter V* the conclusions and recommendations of the research results.

CHAPTER I

1 REFERENTIAL FRAMEWORK

1.1 RESEARCH PROBLEM

"THE MOST OF STUDENTS MAKE MANY GRAMMATICAL MISTAKES HENCE STUDENTS LACK OF A GOOD GRAMMATICAL STRUCTURE"

1.2 PROBLEM DEFINITION

English is known as an universal language because of the technological, scientific and academic advances is changing constantly therefore the English language is the most used to communicate and interchange of information in all of the fields. English is an essential key to open windows to the world, unlock doors to opportunities, and expand the minds and beliefs to the understanding of new ideas in other cultures

The Camilo Gallegos Toledo High School is located in Chimborazo province, in Riobamba city, situated on Canónimo Ramos Avenue and 11 de Noviembre street. It was created on November in 1972, which has 4 classrooms of 10th of Educación General Básica including the classroom of class "A". This class has 37 students, and one teacher of English Language.

According to the experience gained in the pre-professional internships carried out in the Camilo Gallegos Toledo High School with the students of 10th of Educación General Básica, the problem was evidenced that the most of students commit several grammatical mistakes, while that the minority of them have a little idea on how form a grammatical structure. This is the reason why that is researched considering the influence of deductive and inductive methods to teach Grammar in the English Language learning.

Although students in tenth year "A" receive a total of 5 hours a week and the students have the English Student`s book and workbook Level 2 by (Brian Abbs, Chris Barker, Ingrid Freebairn, JJ Wilson, 2013) of the Ministry of Education. It is believed that the problem arises due to the incorrect use of the deductive and inductive methods to teach grammar on

the other hand, the teacher's lack of interest for using strategies to correct students error as seen during the development of practices.

The methods of teaching English grammar are necessary because play an important role in learning process. Therefore the teacher should know and apply appropriate methods in order to students understand what they are taught about how to structure a sentence to use the language correctly. Language Learning also involves making mistakes, then the teacher needs to discriminate When to correct and How to correct students error with the porpuse that students do not get frustrated and inhibited to learn and help them to improve their English (Torres Monica, 2010)

For all the reasons exposed before, the research group considers important to propose this study: "Deductive and Inductive methods influence to teach Grammar in the English Language learning in 10th of Educación General Básica, class "A" at "Camilo Gallegos Toledo" High School, in the academic year 2016-2017."

1.3 PROBLEM FORMULATION

Why do the students commit grammatical mistakes considering the influence of deductive and inductive methods applied by the teacher to teach grammar in the English Language Learning in the students of 10th of Educación General Básica, class "A" at "Camilo Gallegos Toledo" High School, Chimborazo province in the academic year 2016-2017?

1.4 GUIDELINE QUESTIONS

- How are deductive and inductive methods applied?
- What strategies does the teacher use to correct grammatical errors?
- Why do the students lack of a good grammatical structure?

1.5 OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To determine the reasons why the students make grammatical mistakes considering the influence of deductive and inductive methods applied by the teacher to teach grammar in the English Language Learning in the students of 10th of Educación General Básica, class

"A" at "Camilo Gallegos Toledo" High School, Chimborazo province in the academic year 2016-2017.

1.5.2. SPECIFIC OBJECTIVES

- To discover how deductive and inductive methods are applied by the teacher in class to teach grammar to the students of 10th of Educación General Básica, class "A" at "Camilo Gallegos Toledo" High School.

- To identify the strategies used by the teacher to correct grammatical mistakes.

- To infer the reasons why the students of 10th of Educación General Básica, class "A" at "Camilo Gallegos Toledo" High School lack of a good grammatical structure.

1.6 JUSTIFICATION

Through the research, it was possible to know the degree of effect that the deductive and inductive methods have on the English grammar learning of 10th class "A", at Camilo Gallegos High School.

From a social perspective, this research allows to spread how important it is to have a high level of English grammar, since it is a vital element to be a competent person to speak and write correctly, thus, to give a clear and concise message. Considering that English today is a universal language to communicate and exchange information with other people achieving a good performance in different areas such as: academic, technological and professional.

The research is also important because as future teachers are interested in the influence of the deductive and inductive methods to teach grammar in the process of learning the English language.

Furthermore, the research is useful for other investigations as reference that look for identifying the influence of the deductive and inductive methods on grammar learning or

knowing how to use the methods in correct way to improve the abilities and skills in the students of the "Camilo Gallegos Toledo".High School.

The results of this research represent a trustworthy source of information for future teachers interested in applying well the methods in the teaching of English grammar; it permits them to improve on the application both methods that help the development of skills of the students.

Finally, this project was possible because it was authorized and supported by the authorities of the "Camilo Gallegos" High School as well as the English teachers. Besides, materials and library resources were easily accessible to find and collect the necessary information. This research work was financed exclusively by the authors.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND

It was reviewed the library's files of the Facultad de Ciencias de la Educación, Humanas y Tecnologías at UNACH. It was verified that there is not a similar research concerning with the topic that it is being proposed; but it has found some researches taking the words of the two variables. The researches are:

"Como influye el enfoque de la estructura grammatical en el proceso de ensenanza-aprendizaje del idioma inglés en las aulas del ITES "Isabel de Godin" de la especialidad de Gestión y Organización de la Secretaría" by Castillo Niama Mónica Paulina and Yumi Guacho Lorena Maribel. This thesis is about the grammar teaching with a focus deductive inductive to a correct using of grammatical structures and to acquire a meaningful learning the same that help to improve writing and speaking skills.

2.2. THEORICAL FOUNDATION

2.2.1. SCIENTIFIC THEORY

2.2.1.1. WHAT IS DEDUCTIVE METHOD?

Deductive method starts with rules presentation, then the teacher asks to the students to memorize them to practice and produce with their own examples at the end of the explanation, frecuently using the mother tongue (Thornbury, 1999) / (Torres Mónica, 2010).

2.2.1.1.1. ADVANTAGES AND DISADVANTAGES OF DEDUCTIVE METHOD

These are the follows (Widodo, 2006):

Advantages

1. It goes straight to the point therefore it can time-saving.

2. Grammar rules can be clearly explained with examples since it helps to understand them quickly.

3. Practice and application examples are immediately given.

4. It respects the intelligence and maturity of many adult learners and acknowledges the role of cognitive processes in language acquisition.

5. It is adequate for many learners' expectations about classroom learning for those who have an analytical style.

Disadvantages

1. Grammar presentation may be disagreeable for some learners.

2. Younger learners may not able to understand the concepts with grammar terminology given.

3. Grammar explanation is transmission style in the classroom, so it will hinder learner involvement and interaction immediately.

4. The students forget the explanation of the rules easily.

5. The deductive approach encourages simply to know the rule.

2.2.1.2.   WHAT IS INDUCTIVE METHOD?

Inductive method is a process where learners discover the grammar rules by themselves examining the examples. In an inductive method it is also possible to use a context for grammar rules. (Nunan, 1999)

So, inductive method is the inquiry or discovery teaching, discovery learning or rule-discovery. In other words, students through observation interpret meaning by using a context to discover how it is formed. Thus they apply and discover the grammatical rules on their own.

2.2.1.2.1. ADVANTAGES AND DISADVANTAGES OF INDUCTIVE METHOD

These are the follows (Widodo, 2006):

Advantages

1. Students learn with the rule discovery; this could enhance learning autonomy and self-reliance.

2. Students that have the level higher of knowledge participate more in class.

3. Students are more active in the learning process and the learners are motivated.

4. Students have challenges such as pattern-recognition and problem solving abilities.

5. Students get an opportunity for language practice if the problem-solving activity is done collaboratively.

Disadvantages

1. It can time-consuming.

2. The concepts given with examples make the learners have the wrong concepts of the rule taught.

3. The teacher makes him or herself redundant in the long run.

4. It encourages the teacher to design data or materials taught carefully and systematically.

5. Students get frustated with their personal learning style and would prefer simply to be told the rules.

2.2.1.3. DEDUCTIVE AND INDUCTIVE METHODS TO TEACH GRAMMAR

Controversial issue discussed by teachers and scholars of English language as language foreign have wide points of view on whether the inductive or deductive method is the best way at the moment to teach grammar (Hammerly, H. (1975).

Viewpoints of deductive method according to: Krashen (1982) points out, the deductive method is "much more reasonable – and asks, why do students have to guess the rule?" and tells too that teachers should "present a clear explanation and have students practice until the rule is understood"; Brown (1994) points out that deductive teaching is more appropriate for adult learners and meets their expectations as they give more importance to rules when they use the language so presentation of grammar rules firstly is more useful for them.

Viewpoints of deductive method according to: Szkolne (2005) points to that inductive teaching should be used because learners participate in the process of knowledge construction; Brown (1994) points out that inductive teaching is more appropriate for young learners since they are successful in exploring grammar structures from the examples.

In fact, there is a study on the effectiveness of inductive and deductive methods of grammar teaching, such as: in a study made by Shaffer (1989) called comparing the deductive and inductive method to teaching foreign Languages, concludes that there is no relevant difference in the effectiveness of both methods and that teachers should not only apply the inductive approach in their lessons but instead vary.

Nevertheless, according to Brown (1994), points to when they are taught by combination they have to follow the teacher and the examples simultaneously and this might result in confusion.

Thus, according to the results of all these researches is possible to summarize that there is ambiguity on this issue.

2.2.1.4.   PRESENTING GRAMMAR AND STRUCTURE

2.2.1.4.1. WHAT IS GRAMMAR?

Grammar is the study of what forms or structures are possible in a language. It is a description of the rules that govern how a language's sentences are formed (Thornbury, 1999).

Thus, grammar is the analysis of each word such as verbs, nouns, adjectives, preposition, conjunctions and articles, where it changes their form in a sentence for the expression of meaning. (Carter and McCarthy, 1998) / (Torres Mónica, 2010)..

CHART 1: EXAMPLE OF GRAMMAR

GRAMMAR
Always is an adverb of a frequency. It tells us how often express the frequency of an action. They are usually placed before the main verb but after auxiliary verbs (such as be, have, may, & must). The only exception is when the main verb is "to be", in which case the adverb goes after the main verb.

Elaborated by: Marcia Lema and Jessica Jua

2.2.1.4.2. WHAT IS STRUCTURE?

Structure is the pattern of organization of words which makes a meaningful statement. It is a linguistic form that allows us to speak and write correctly (Torres Mónica, 2010).

CHART 2: EXAMPLES OF STRUCTURES

STRUCTURES
She **always** takes a shower every morning.
You must **always** fasten your seat belt.
She is **always** eating in the class.

Elaborated by: Marcia Lema and Jessica Jua

2.2.1.4.2.1.   PRESENTING STRUCTURES

To present grammar structures there are four steps (Marjorie Fuchs, Margaret Bonner & Miriam Westheimer, 2012) / (Doff Adrian, 1989) / (Torres Mónica, 2010).

1.- Grammar in context.- The teacher presents the target structures in a natural context. It can be introduced by using of the following techniques:

- Showing the meaning visually: using things students can see, such as: pictures, gestures or things are around the class.

- Showing the meaning verbally: through the situation, such as: real or imaginary situations.

CHART 3: EXAMPLE OF GRAMMAR IN CONTEXT

WORD	SENTENCE USING A CONTEXT
Seems	A girl lives next to my door and a boy always visits her. I do not know him but I know that she lives alone. She **seems** to have a boyfriend. The contexts: a boy always visits her and she lives alone make us guess that seems is a verb to indicate probability that something is true or not.

Elaborated by: Marcia Lema and Jessica Jua

2.- Grammar presentation.- The teacher shows how the structure is formed by giving a clear model. After that, the teacher writes the structure on the board (underline or use a different color to show the fixed part of a structure). E.g. She **seems** to have a boyfriend.

3.- Focused Practice.- The teacher makes students reflect on how it is formed (use tables to make it easier). The teacher can use tables to generalize the concepts.

CHART 4: EXAMPLE OF FOCUSED PRACTICE

				boyfriend friend classmate
She	**seems to**	have	a	

Elaborated by: Marcia Lema and Jessica Jua

4.- Communication practice.- The teacher gives other situation and examples (practice with the structure speaking and writing activities that move students interact between them). Trying to find something to the class be more interesting.

2.2.1.4.3. TECHNIQUES TO GET THE MEANING OF WORDS

Sometimes is difficult to students to understand all the words of a sentences or text. In this case a student can use techniques (Omaggio Alice, 1989)/(Torres Mónica, 2010)., such as:

- **Try to understand a word from its context.**

The context means the words that come before or follow the unknown word. It implies that students can understand the meaning of a word by the others words that surround it in the general content of a topic.

CHART 5: EXAMPLE OF UNDERSTANDING A WORD FROM ITS CONTEXT

WORD	SENTENCE USING A CONTEXT
Rubber	Being in the classroom, the teacher with his pencil writes something wrong in his notebook and uses a word that students have not heard and says: Guys, I was wrong to write in my notebook with my pencil, can someone borrow me a **rubber**? The words **wrong**, **write**, **notebook** and **pencil** make to the **students guess** that rubber is a **kind of eraser**.

Elaborated by: Marcia Lema and Jessica Jua

- **Try to understand the word from its form**

Students need to know about word formation where students have to use a root to create an appropriate word to see how words can change their shape and grammatical value too. In addition, the students need to know what the suffixes and prefixes mean.

- Suffixes are added to the end of a word that already exists to create a new word with a different meaning. .
- Prefixes are added to the beginning of a word that already exists to create a new word giving a negative meaning.

CHART 6: EXAMPLES OF UNDERSTANDING A WORD FROM ITS FORM

WORD FORMATION			
VERB	**NOUN**	**ADJECTIVE**	**ADVERB**
Develop	Development		
Know	Knowledge	knowledgeable	
Create	Creation	Creative	Creatively
SUFFIXES AND PREFFIXES			
EXISTING WORD	**SUFFIXES**	**EXISTING WORD**	**PREFFIXES**
VERB	**NOUN**	**POSITIVE MEANING OF THE WORD**	**NEGATIVE MEANING TO THE WORD**
Write Read	Writ**er** Read**er**	Conscious Complete	**Un**conscious **In**complete

Elaborated by: Marcia Lema and Jessica Jua

2.2.1.4.4. LANGUAGE FUNCTIONS

Language functions are all of the purposes with which the people use the language. According to the purpose the people decide what to say on the basis of what people want to achieve (Ur Penny, 2005) / (Torres Mónica, 2010).

Always when the people use a grammatical structure, people also carry out any language function, it means that when people say something the people do something.

CHART 7: EXAMPLES OF LANGUAGE FUNCTIONS

WHAT WE SAY	GRAMMATICAL STRUCTURE	FUNCTION
-My phone doesn't work -I'm sorry -Can you come to the cinema -There are heavy thunderstorms. -My niece is dancing.	-Negative Simple Present -Present Tense To Be -Interrogative Modal Can -There To Be -Present Progresive Tense	-Complaining or Stating a fact -Apologizing -Inviting -Warning -Describing actual actions

Elaborated by: Marcia Lema and Jessica Jua

2.2.1.4.5. STUDENTS ERROR CORRECTION

Mistakes students are natural in the language learning process. As teacher, it is relevant to think when and how to correct using strategies as a way to provide information or feedback to students in order to support their learning. Mistakes are not negative nor punishment. Besides if students have many mistakes, the learners have a better opportunities of working out better rules and improving their language (Corder, 1967) / (Torres Mónica, 2010). It means that, students learn from their own mistakes.

2.2.1.4.5.1. WHEN TO CORRECT GRAMMATICAL MISTAKES

It depends on the kind of activity that the teachers are doing and the aim of the activity. It is not necessary to correct all grammatical mistakes. The teacher will focus on the following types of situations (Walz, 1982) / (Torres Mónica, 2010):

- **Meaning and communication blockers.-** Sometimes the language involves making mistakes therefore the most significant kind of mistakes is that which produces a misunderstanding. It is necessary to correct mistakes affecting the meaning instead of correcting all grammatical points.

CHART 8: EXAMPLE OF MEANING AND COMMUNICATION BLOCKERS

The student says**:** Can you **to** help me, please?	There is not a meaning problem here. But there is a grammatical mistake: **to**, and it is necessary that teacher corrects: Can you help me, please?

Elaborated by: Marcia Lema and Jessica Jua

- **Native speaker shockers.-** Teacher ought to correction after to understand what a person wants to say; the teacher should be aware of politeness that is a very important thing in communication using the target language. When a person talks to someone being polite is more important than being linguistically correct.

- **High-frequency errors.-** Teacher should correct mistakes that student are committing all of the time in the class. It means, if the teacher listens to many mistakes on important points, must presenting the same point again in different ways.

- **The structure of the day.-** If the students are committing mistakes related to the structure that students are learning during a particular lesson, teacher should correct at the moment for the class is understood.

- **Mistakes of form.**- These refer to different mistakes can be caused by first language influence(when there are similarities words in the both language), misunderstanding a rule, a decision to communicate, a lack of concentration or by a mix of these and others.

CHART 9 : EXAMPLES OF MISTAKES OF FORM

Wrong statement	Right statement
- Transfer from L1 to L2 I'm sure of your **exit**.	I'm sure of your **success**.
- Problem pronunciation I **e-**study English every day.	I **s**tudy English every day.
- Incorrect rule or lack of concentration Sophie **write** a letter.	Sophie write**s** a letter.

Elaborated by: Marcia Lema and Jessica Jua

2.2.1.4.5.2. HOW TO CORRECT GRAMMATICAL MISTAKES

To correct the grammatical mistakes when students speak, there are different strategies that a teacher can use to correct students' errors (Torres Mónica, 2010). (Walz, 1982) proposes three specific procedures for error-correction:

- **Self-correction with teacher's help**

  Commonly the students prefer to correct their own mistakes rather than someone else do it. It is a positive thing since the student remember it at the instant because learners were conscious of their mistakes.

  Teacher can help to correct mistakes of the students giving a sign or saying something like: Mmmmmm(questioning expression on face) Errrrrrr…….and using positive way.

CHART 10: EXAMPLE BY SIGNING OR SAYING SOMETHING

Teacher	Student
- The teacher says: Joseph - What do you have for breakfast? - The teacher when hears the wrong answer says: Well, all right but I…. **am**…. **ea**t?	The student says a wrong answer: I **am eat** a banana smoothie with a toast.
Mmmm.Again please - And finally when the teacher hears the right answer says: Very good!	And the student realizes of the error and repeat but now saying the right answer: I **eat** a banana smoothie with a toast.

Elaborated by: Marcia Lema and Jessica Jua

In addition, the teacher can help students by using a finger coding, to point out where the error is in the statement. Stop on or wiggle the finger when a mistake has been made to focus the students' attention. This is a good thing for correcting word order, missing words, subject-verb agreement, and wrong word choice.

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CHART 11: EXAMPLES BY USING FINGER CODING

	Students errors	Teacher correction
Word order	What you are studying?	The word order is wrong: **you** and **are**. The teacher does a circle with two fingers to show the other way round.
Missing word	I go to school seven o'clock.	There is a missing word: **at** .The teacher counts out the words on her finger showing that something is missing.
Subject verb agreement	I buy vegetables yesterday.	The verb tense is wrong: **bought**. The teacher uses her hand going back to show to past tense.
Wrong word choice	She works in hospital.	There is a wrong word choice: **in** then the correct word is: **at.** The teacher gives a directive to correct the error without giving them the correction itself. Saying things like: change the pronunciation, change the verb, change the third word.

Elaborated by: Marcia Lema and Jessica Jua

- **Peer correction**

It is a strategy in which student helps each other arrive at the correct form. It means that when a student can not answer correctly, the teacher can pass the question to another student and then return to student who made the mistake to that student says the answer again but adequately.

CHART 12: EXAMPLE OF PEER CORRECTION

Teacher	Student 1	Student 2
The teacher asks to a student : What do you have for breakfast?	This student gives the answer with grammatical errors. I **am eat** a banana smoothie with a toast.	
And when the first student says the answer incorrectly says: Well, nearly, more or less. Can anyone help?..... Yes, Daniell?		While this student says the sentence correctly. I **eat** a banana smoothie with a toast,
	Then the first student realized of the error and repeated in a correct way. I **eat** a banana smoothie with a toast.	

Elaborated by: Marcia Lema and Jessica Jua

- **Teacher correction**

  The teacher gives the correct form and say the hold sentence. It refers, that the teacher can correct when the teacher sees that neither the student who made the mistake, nor any other in a class can correct it.

CHART 13: EXAMPLE OF TEACHER CORRECTION

Student error	Teacher correction
She was **study** English.	The teacher says: She was. .…stu…dy….? Then the teacher repeats the sentence including the mistake, shows with her face and voice where the mistake is, and then asks for correction. She was. .…study….? English. Finally teacher accepts the answer, and praise the student, then says the correct form herself. Yes, good- she was **studying** English.

Elaborated by: Marcia Lema and Jessica Jua

2.2.1.4.5.3. CORRECTING WRITTEN WORK

To correct grammatical mistakes of written works of students, there are different strategies that the teacher can use (Walz, 1982) / (Torres Mónica, 2010) :

- **Correct mistakes selectively.-** The teacher should not correct all the mistakes of the writing but only correct certain areas like: verbs, articles, prepositions, etc.

- **Correct mistakes writing on the board.-** The teacher writes the correct form on the board or gets a student to come to write them and then the teacher asks to students correct their own work.

- **Exchange work.-** The teacher makes students exchange their books, papers or works among them to correct the errors of their peers.

- **Indicate mistakes.-** The teacher corrects mistakes individually and can use a more positive way.

    - By underlining mistakes.- Students look again at what they are written and think about possible mistakes, thus students can correct by themselves.

    - By developing a system of abbreviations for showing the mistakes.- The teacher will need to agree with the students on those symbols such as:

    Sp = spelling mistakes   wo = word order   wt = wrong tense
    Xw = extra word   l = something missing   ? = I don't understand

2.2.1.4.6. THE ROLE OF GRAMMAR IN THE CURRICULUM

Nowadays, the role of grammar works with Communicative Language Teaching Approach where the grammar is learned in context, by using it in meaningful activities (Torres Mónica, 2010).

Grammar - Communicative Language Teaching Approach

- Descriptive as it is. How the grammar works.

- Choose the better strategie to correct.

- Broad context (discourse).

- Language Functions (purposes to use in communication).

- Taught inductively (use the language and then work out the rules).

- Listening, speaking, reading and writing skills are developed.

- Contextualized (Texts).

- Real practice, using language in situations.

2.2.1.4.7. GRAMMAR TEACHING IN DIFFERENT METHODS AND APPROACH

Grammar teaching can be improved and it depends on teacher´s creativity and the knowledge of different methods and approaches. Being informed will help to the teacher to choose the better option to teach (Doggett, 1989**) / (**Richards, Jack and T. Rodgers, 1986) **/** (Torres Mónica, 2010).

- **Grammar translation method**

Grammar is taught deductively. It is through translation of literary texts and reading literature written in the foreign language to write it accurately. It focuses on reading and writing skills.

- **Direct method**

Grammar is taught inductively. The basic tenet of this method is that second language is similar to first language learning. Based on this method no use of L1 only the language that is learned. Lessons begin with a series of example sentences in the target language based on real situations. In this method, the teacher uses realia, pictures, or gestures to introduce new words and phrases. It focuses on listening and speaking skills.

- **The Audio-Lingual method**

The grammar is taught inductively. It is based on the concept of teaching grammatical structures through drills where students mimicry and memorize set phrases presented through dialogues using tapes and visual aids. It focuses on pronunciation and does nothing to enhance students´ communicative ability in L2.

- **Total Physical Response (TPR)**

Grammar is taught inductively. The students learn the language by listening and responding by reacting with the body to the spoken target language commands of the teacher through pictures or gestures. It focuses on listening skill.

- **The Silent Way**

Grammar is taught inductively. The teacher stands silent and provides the learners with a basic knowledge of the grammar of the language while students do most of the talking and interaction among themselves, in order to learners make generalizations, conclusions and formulate whatever rules that learners feel that need. In this method, the native language is avoided and the teacher uses charts, rods, and other aids to elicit learner responses and practice language. In addition, colour–coded charts are used that visually illustrate and correct pronunciation.

- **Suggestopedia**

The grammar is taught inductively. The teacher uses posters to display grammatical information about L2 are hug around the classroom. In this method, the teacher presents vocabulary, readings, role plays and drama with classical music and students siting in comfortable seats for students are more interested and relaxed in class.

- **Communicative Language Teaching Approach**

Grammar is taught inductively. Grammar is worked in context, it means that emerges naturally from practice in communicative interaction. In fact the grammatical structures are learned through language functions giving students a purpose to use the language. It focuses on listening, speaking, reading and writing skills.

2.3.   DEFINITIONS OF BASIC TERMS

Method: refers to the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented. It is the plan for organizing the presentation of language material. (H. Douglas Brown, 1987) and (Richards and Rodgers, 1986)

Inductive: learners are provided with samples which include the target grammar that they will learn. Then learners work on the examples and try to discover the rules themselves. When students obtain the grammar rules and they practice the language by creating their own examples (Thornbury, 1999).

Deductive: A deductive method (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied. An inductive method (rule-discovery) starts with some examples from which a rule is inferred (Thornbury, 1999).

Deductive Grammar teaching: Way of grammar teaching beginning with the introduction of the target structure and leading the students to use the structures in the examples.

Inductive Grammar teaching: Way of grammar teaching beginning with examples of the target structure and leading the students to notice the rule

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research project was made by using of qualitative, documentary, and field research.

- Ethnographic Method.- This served to describe and analyze the sociocultural environment of a specific group to collect data through participative observation made which permitted to analyze and interpret the collected information of the English grammar teaching and learning.

- **Documentary Research.-** This allowed to get several types of data through the use of PDF Documents, Thesis, in order to understand, analyze and interpret different methods and criteria of lots of authors on a similar issue of research.

- **Field Research. –** This helped obtaining data, having a direct relationship between the researcher and the place of events through observation guides, where it was observed the development of the students of 10th of Educación General Básica, class "A" at "Camilo Gallegos Toledo" High School, Chimborazo province in the academic year 2016-2017.

3.2. TYPE OF RESEARCH

Qualitative Research.- This study was carried out by using the technique: direct observation and observation guides as instruments to describe and analyze the performing of human behavior.

3.3. LEVELS OF THE RESEARCH

Descriptive

It is a descriptive research that aimed to describe the important aspects of people, groups, communities or another phenomenon. This research was made by using of observation guides as a main element.

Exploratory

It allowed to explore, recognize and exanimate to obtain a general idea of the object that was researched. The research was developed with the students of 10th of Educación General Básica, class "A" at "Camilo Gallegos Toledo" High School, Chimborazo province in the academic year 2016-2017.

3.4. POPULATION AND SAMPLE

POPULATION

The population of this research was integrated by 37 students and 1 teacher in 10th, class "A" at "Camilo Gallegos Toledo" High School thus; we worked with a total of 38 people.

The population was chosen based on previous experiences such as pre-professional practice where it was observed the number of students. Most of them have a middle economic status and come as the city as rural areas. Although they have many problems in learning English they try to get good grades to pass the year. On the other hand, it was noted that the methods used by teacher are developed in a decontextualized and repeated way to control students' ideas.

SAMPLE

As the population was small, a sample was not applied, in consequence the researchers worked with all that involved in the research process.

3.5. PROCEDURES

This research was made by the authors of this thesis as students of the" Carrera de Idiomas" of Facultad de Ciencias de la Educacion Humanas y Tecnologias at UNACH, through a request to the authorities of "Camilo Gallegos Toledo" High School, who gave us their authorization   and help to carry out our research without any problem. The research was through direct observation and the data was collected using observation guides for four days a week in November 2016, addressed to the teacher and 37 students of 10th class "A".

- This research belongs to the study linguistics area since this is the science that studies the language.

- This study area was chose because our research is about grammar where this is part of the linguistics.

- The grammar is part our research because it is base of a structure to can communicate and transmit a good message.

- The problem specific of this research is why the students commit grammatical mistakes considering the influence of deductive and inductive methods applied by the teacher to teach grammar in the English Language Learning.

TECHNICAL AND INSTRUMENT DATA COLLECTION

In the research it was used the following techniques and instruments:

Techniques:
Direct Observation: It allowed getting information to describe the methods used by the teacher to teach the English grammar and the influence in the English learning process with students of 10th class "A" at 'Camilo Gallegos Toledo" High School.
Instruments:
Observation guides: It permitted obtaining information to discover how the methods are applied, identify the strategies used by the teacher to correct grammatical mistakes and analyze the students learning.

FIELD WORK

- Our research project was because it noticed that most of students did not know how to structure a sentence thence students had written and spoken mistakes, through this problem was necessary to investigate why the students commit several grammatical mistakes when the teacher teaches grammar using deductive and inductive methods by applying observation guides for the teacher and students to gather information for knowing which students do not have a good grammatical structure in the English language learning.

- To carry out this research, permission was requested to the principal of the Institution and the teacher of the subject. In this work did not have any problem because the head teacher allows us to develop our research project.

- Our contact with the students was excellent because there was already a previous relationship in the pre professional practices carried out before with them, which, our role was as passive observers to know how is the teaching-learning process.

- The specific aspects of this research were to know how was teaching grammar process and how the students learned that.

- In this research was necessary to know why the students commit grammatical mistakes considering the influence of deductive and inductive methods applied by the teacher to teach grammar in the English Language Learning.

- Through observation guides with seven parameters established in each guide aimed at the teacher and the students were able to respond to the inquietude of the research using the qualitative method for its respective analysis.

- For collecting information of the students and the teacher, in this research applied a direct observation like a technique resource and observation guides like instrument in which contain a set of items with established parameters.

- In English classes, it was applied observation guides to the students and teacher in a period to collect the information for processing the data for final results by ourselves and the where it was indicated in the items according to how the teacher taught grammar and how the students learned.

- This project was concluded identifying the result of the observation guides by the analysis and interpretation of a final result of our research project in one month.

3.6. DATA PROCESSING AND ANALYSIS TECHNIQUES

The research was developed as a descriptive study by using observation guides to collect and interpret information. Hence, it followed the next steps:

- Review the information.- after applied the observation guides these were taken with a 100% of the collected data to classify the information in a qualitative way and make the respective analysis.

- Analyzes of collected data according to established parameters applied during a week.j

- Interpretation of results to obtain conclusions and recommendations.

CHAPTER IV

4. PROCESSING DATA, ANALYSIS AND INTERPRETATION OF RESULTS

Analysis of the Observation Sheet applied to the students of 10th of Educación General Básica, class "A" and a teacher at "CAMILO GALLEGOS TOLEDO" High School, Chimborazo Province in the academic year 2016-2017.

TABLE 1: PROCESSING DATA, ANALYSIS

OBJECTIVES	ITEMS	ANALYSIS	THEORY CONTRAST
	INDUCTIVE METHOD		
1. To discover how deductive and inductive methods are applied by the teacher in class to teach grammar to the students of 10th of Educación General Básica, class "A" at "Camilo Gallegos Toledo" High School	The teacher shows the meaning of a structure working in context using visual resources or situation to introduce new vocabulary.	During the observation made, the teacher used visual resource such as pictures then presented the meaning through a context in an imaginary situation and did not use a real situation because the teacher just focused in the topic.	According to the theory is important to work in context to students understand the meaning of word by the others words that surround it in general content of a topic.

The teacher shows how the structure is formed by giving a clear model.	The teacher wrote structures on the board but she did not used a different color to show the fixed part of the structure. .	According to the theory the teacher should underline or use different color to present the fixed part of a structure to the students discover the rules by themselves
The teacher makes students reflect on how the structure is formed by using tables to generalize the concepts.	The teacher did not use tables to generalize the concepts therefore students could not discover by themselves on how the structure is formed.	According to the theory the teacher must use tables to make it easier and generalize concepts.
The teacher gives other situations and examples.	The teacher gave few examples and the students could not make a extensive practice of the language.	According to the theory the teacher ought to use other situations and examples to try find something more interesting in the class.
DEDUCTIVE METHOD		
The teacher asks students memorize the grammatical rules.	The teacher asked students memorize the grammatical rules of Grammar focus chart of the English Book but the	According to the theory the teacher should ask to the students to memorize the rules to practice and produce

		teacher did not make that students apply the rules in other examples.	their own examples at the end of the explanation.
	The teacher uses the mother tongue.	The most of students did not have enough vocabulary therefore the teacher had to translate in Spanish Language.	According to the theory the teacher frequently uses the mother tongue.
2. To identify the strategies used by the teacher to correct the grammatical mistakes.	The teacher corrects the grammatical mistakes using strategies.	The teacher did not correct mistakes students because the teacher did not use strategies in the classroom.	According to the theory, as teacher, it is relevant to think when and how to correct using strategies as a way to provide information or feedback in order to support their learning.
3. To infer the reasons why the students of 10th of Educación General Básica, class "A" at "Camilo Gallegos Toledo" High	Students interpret the meaning through a context in a visual way or imaginary situation .	The most of students could not express the ideas about the picture showed because of students do not have enough vocabulary.	Contrasting with the theory is necessary to use the context for students interpret the meaning of a context in a visual or imaginary situation.

School commit grammatical mistakes.			
	Students discover the fixed part of the structure.	The most of them could not discover the fixed part of the structure because the teacher did not underline either used a different color.	Contrasting with the theory is important that teacher underlines or uses a different color for students discover the fixed part of a structure.
	Students reflect on how the structure is formed generalizing the concepts using other situations by themselves.	The most of the students could not reflect on how the structure is formed and neither generalize concepts by themselves because the teacher did not use tables to generalize concepts nor on how the structure is formed. Thus, the students had mistakes at the moment of speaking and writing.	Contrasting with the theory is relevant that teacher uses tables to make it easier and generalize concepts for students reflect on how the structure is formed and thus, to speak and write correctly.
	The students make an extensive practice of the language.	The majority of students did not made an extensive practice in other situations in order to to develop the	Contrasting with the theory is essential that teacher ought to use other situations or example to try to find

	speaking skill.	something more interesting in the class for that students develop their skills.
Students memorize and apply the rules in other examples	The majority students unknown the grammatical rules since to memorize the rules is bored to them.	Contrasting with the theory is considerable that students memorize the rules to practice and produce with the rules their own examples at the end of the explanation.
Students ask to the teacher to translate the meaning of the unknown words.	All students asked for help to translate words that they unknown.	Contrasting with the theory, the teacher frequently using mother tongue to translate difficult words.
Students correct their grammatical mistakes	All students did not correct grammatical mistakes by themselves because the teacher did not use strategies to help them.	Contrasting with the theory is essential that the students correct their mistakes by themselves with teacher´s help in order to improve the English Language Learning.

Source: Observation guide applied to 10th Año de Educación General Básica "A" at "Camilo Gallegos Toledo" High School.

Elaborated by: Marcia Lema and Jessica Jua

4.1. INTERPRETATION OF RESULTS

According to the observation applied in each English class, it was evidenced that there are many problems with students of tenth year; one of them is that students have a lot of mistakes in grammatical structures, during observations applied; they are not taugh on how the language is formed in a correct way.

Visual resources and imaginary situations are used by the teacher because it is required in each topic in the students´ English books but, the teacher did not use another context to internalized or clarify the meaning hence the majority of students unknown how a sentence is formed as well as the lack of a previous explanation of vocabulary giving as a result a poor knowledge of English language. According to the theory is necessary to use the context for students interpret the meaning of a context in a visual way or imaginary situation (Doff Adrian, 1989) /(Torres Mónica, 2010).

When the teacher wrote sentences on the board most of students did not understand the topic because teacher did not use a different color to show the fixed part of the structure. Thus students did not master form, meaning and use of the target grammar. Contrasting with the theory is important that teacher underlines or uses a different color for students discover the fixed part of a structure (Doff Adrian, 1989) /(Torres Mónica, 2010).

Along our observation we noticed that students could not reflect on how the structure is formed nor generalized the concepts because the teacher did not use tables to students be able to create the grammatical structures accurately, then students have many mistakes as witten as oral. Contrasting with the theory is relevant that teacher uses tables to make it easier and generalize concepts for students reflect on how the structure is formed and thus, to speak and write correctly (Doff Adrian, 1989) /(Torres Mónica, 2010).

Also, students did not made a extensive practice of the Language in different communicative activities in order to students acquire a meaningful learning thus, to develop the speaking skill. Contrasting with the theory is essential that teacher ought to use other situations or example to try to find something more interesting in the class for that students develop their skills (Doff Adrian, 1989) /(Torres Mónica, 2010).

The students unknown the grammatical rules since to memorize the rules is bored to them and because the teacher did not make that students practice each rule learnt in other examples. Contrasting with the theory is considerable that students memorize the rules to practice and produce with the rules their own examples at the end of the explanation (Thornbury, 1999) / (Torres Mónica, 2010).

In addition, the students asked help to the teacher to translate the meaning of the unknown words then the teacher just gave the translation of those words and did not explain in another situation about the new vocabulary. Contrasting with the theory, the teacher frencuently uses mother tongue to translate difficult words that students do not understand (Thornbury, 1999) / (Torres Mónica, 2010).

And finally, the students did not correct grammatical mistakes by themselves because the teacher did not use strategies to help them. Contrasting with the theory is essential that the students correct their mistakes by themselves with teacher´s help in order to improve the English Language Learning. (Corder, 1967) / (Torres Mónica, 2010).

In other hand, the teacher didn´t applied the methods adequately to teach grammar. Resulting a big problem because the teacher did not use real situations, gestures and all real things around them to avoid that the class become routine and bored. The teacher did not make the students reflect on how the structure is formed neither generalize the concepts giving other situations and examples hence students could not discover the grammatical rules by themselves. On the other hand, the teacher asked them memorize each grammatical rule as a consequence of that the students lose the interest of the English learning. The teacher did not made a extensive practice of the Language in order to help to the students to improve the English Language Learning. In addition, the teacher did not use strategies to correct the grammatical mistakes committed by the students, therefore they have several grammatical mistakes and do not have a meaningful learning because the teacher does not make an effort in teaching in a better way. According to (Corder, 1967) / (Torres Mónica, 2010). Mistakes students are natural in the language learning process. As teacher, it is relenvant to think when and how to correct using strategies as a way to provide information or feedback to students in order to support their learning. Mistakes are not negative nor punishment. Besides if students have many mistakes, the learners have a

better opportunities of working out better rules and improving their language. It means that, students learn from their own mistakes.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

As a result of the research work presented, it is possible to conclude that:

- The deductive and inductive methods applied in class are deficient in its development. During the application of these methods, the teacher did not apply in a correct way to improve the grammar learning by following the steps to present the structure.

- The teacher did not use strategies to correct the grammatical mistakes commited by the students.

- Students are not encoraged to reflect on how the structure is formed and how it is used. They did not do an extensive practice in other meaningful situations to achieve discovering the grammatical rules by themselves.

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5.2. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

- The "Camilo Gallegos Toledo" High School should implement courses on the application of the teaching methods where the teacher should follow logical sequence of steps to achieve an effective and meaningful learning,

- The English teachers should use the strategies to correct errors that students make to improve the grammar teaching.

- The students should do an extensive practice of English Language in real life contexts to acquire authentic language.

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5.4. ANNEXES

ANNEXE 1: OBSERVATION GUIDE APPLIED TO THE TEACHER

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS CARRERA DE IDIOMAS

OBSERVATION GUIDE APPLIED TO THE TEACHER OF 10TH CLASS "A"

OBJECTIVE: To analize how deductive and inductive methods are applied by the English teacher and identify the strategies to correct the mistakes in the students of 10th of Educación General Básica, class "A" at "Camilo Gallegos Toledo" High School.

Teacher name: Leonor Romero

Observers names: Marcia Lema, Jessica Jua

ITEMS		OBSERVATIONS							
		ON NOVEMBER							
		FIRST WEEK FROM 01 TO 04 2016		**SECOND WEEK** FROM 07 TO 11 2016		**THIRD WEEK** FROM 14 TO 18 2016		**FOURTH WEEK** FROM 21 TO 25 2016	
		YES	**NO**	**YES**	**NO**	**YES**	**NO**	**YES**	**NO**
INDUCTIVE METHOD	The teacher shows the meaning of a structure working in context using visual resources or situation to introduce new vocabulary.								

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	The teacher shows how the structure is formed by giving a clear model.								
	The teacher makes students reflect on how the structure is formed by using tables to generalize the concepts.								
	The teacher gives other situations and examples.								
DEDUCTIVE METHOD	The teacher asks students memorize the grammatical rules.								
	The teacher uses the mother tongue.								
STRATEGIES TO CORRECT MISTAKES	The teacher corrects the grammatical mistakes using strategies.								

ANNEXE 2: GENERAL OBSERVATION GUIDE APPLIED TO THE STUDENTS

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS CARRERA DE IDIOMAS

GENERAL OBSERVATION GUIDE APPLIED TO THE STUDENTS OF 10TH CLASS "A"

OBJECTIVE: To analize why the students commit grammatical mistakes of 10th of Educación General Básica, class "A" at "Camilo Gallegos Toledo" High School.

Observers names: Marcia Lema, Jessica Jua

ITEMS	OBSERVATIONS ON NOVEMBER							
	FIRST WEEK FROM 01 TO 04 2016		SECOND WEEK FROM 07 TO 10 2016		THIRD WEEK FROM 14 TO 17 2016		FOURTH WEEK FROM 21 TO 24 2016	
	YES	NO	YES	NO	YES	NO	YES	NO
Students interpret the meaning through a context in a visual way or imaginary situation.								
Students discover the fixed part of the structure.								
Students reflect on how the structure is formed generalizing								

the concepts using other situations by themselves.								
Students make an extensive practice of the language.								
Students memorize and apply the rules in other examples								
Students ask to the teacher to translate the meaning of the unknown words.								
Students correct their grammatical mistakes.								