

Running head: TEACHING GRAMMAR INDUCTIVELY TO SECOND GRADERS

Teaching Grammar Inductively to Second Graders in Suroriental School

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Facultad de Humanidades y Bellas Artes
Licenciatura en Lengua Inglesa
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Proyecto de aula presentado como requisito para obtener el título de
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Resumen

Las siguientes páginas tratarán sobre el desarrollo y los resultados de un proyecto de aula dirigido por dos profesores en práctica y un observador del programa de Licenciatura en lengua Inglesa, relacionado con la enseñanza de la gramática inductiva en estudiantes de segundo grado de una escuela pública primaria ubicada en Pereira. El objetivo principal de este proyecto era enseñar la gramática de manera inductiva a los estudiantes de segundo grado, utilizando técnicas que aumentan la motivación de los estudiantes hacia el aprendizaje del inglés como lengua extranjera en 28 estudiantes de segundo grado. Este proyecto se implementó a través de clases de inglés inductivas mediante el uso de técnicas como juegos, canciones y dibujos animados como fuente principal para recopilar datos sobre las respuestas de los estudiantes hacia esta implementación. Con el fin de tener un registro del proceso, la información se recopiló en diferentes informes de observación y reflexiones escritas de cada sesión acorde a lo que se vio durante el proceso.

Los resultados obtenidos con este proyecto de aula mostraron que la implementación de gramática inductiva en un segundo grado de una escuela primaria pública fue un proceso difícil debido a factores que afectan el buen desarrollo de las habilidades en lengua extranjera. Por el contrario, se obtuvieron resultados positivos en algunos estudiantes durante las sesiones de implementación. De esta manera, los datos obtenidos revelaron que los estudiantes se sentían motivados cuando estaban expuestos a juegos, canciones, dibujos animados en sus clases de inglés; Se sentían comprometidos al tener la información visual relacionada con sus preferencias. Por lo tanto, los estudiantes también obtuvieron buenos resultados al final de cada implementación después de tener actividades en la que se suponía que debían completar una tarea de clase exigida en cada intervención.

Abstract

The following pages will be about the development and results of a classroom project conducted by two teachers and one observer from an English teaching program, related to teaching inductive grammar among second graders from a public primary school located in Pereira. The main objective of this classroom project was to teach grammar inductively to second graders, utilizing techniques that increase students' motivation toward learning English as a foreign language in the 28 second graders. This project was implemented through inductive English lessons by making use of games, songs and cartoons techniques as the main source to gather data on the students' responses towards this implementation. In order to have a record of the process, the information was collected in different observation reports and reflection papers that were used after each implementation session so the results could be taken according to the development of each session.

The results obtained with this classroom project showed that implementing grammar inductively a technique in second graders from a public primary school was a difficult process due to the fact that a variety of aspects affected the development of students' second language skills. On the contrary, positive results were obtained from the implementation sessions taking into account that these were carried out with different materials that allowed students have a good development of their skills. In that way, the data obtained revealed that students felt motivated when they were exposed to games, songs, cartoons for their English classes; they felt engaged when having visual input related to their preferences. Hence, the students also had good results at the end of each implementation after having a worksheet in which they were supposed to complete a class activity or task demanded in every intervention.

Justification

An area of special interest in the field of English Language Teaching (ELT) is the grammar competence, as an illustration, Sesnan (2001, p. 54), explains the grammar through a metaphor. He states that if it compares the language as a building, so the words would be the blocks and grammar would be the architectural plan. On the other hand, Common European Framework of References for Language Learning (CEF, 2001) defines grammatical competence as “the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences” (pp. 112-113). Historically, the way in which grammar has been taught reveals some changes. That is to say, the Grammar Translation Method was introduced at the end of the 18th century and it was taught deductively through an explicit explanation of rules, with memorization and translations of texts from the L2 to the L1.

Nowadays, *the Focus on Grammar through Discourse* is a valuable tool which exposes the learners to the communicative language in authentic contexts (Nassaji & Fotos, 2011, p. 66). Equally important, many researchers are convinced that the grammatical competences in ELT have to be taught inasmuch as it increases the critical thinking and understands the language use and its functions in social contexts (Nassaji & Fotos, 2011, p. 13). Additionally, Pinter (2006, p. 6) presumes that teaching grammar should be taught through a social context inasmuch as the learning of grammar structures can be a boring activity mostly in primary scholars. That is to say, there are two different approaches in order to teach the grammatical competence. While the deductive approach begins with the teaching of structures and rules, the inductive approach begins with practical examples and the rules are inferred. To put it differently, a disadvantage of

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the deductive approach is that if the teacher starts the class with grammar rules, it can be difficult and unmotivated for young learners. (Thornbury, 1999, p. 49)

Common European Framework of References for Languages (CEF, 2001, p. 152) establishes that “the Framework cannot replace reference grammars or provide a strict ordering (though scaling may involve selection and hence some ordering in global terms) but it provides a framework for the decisions of practitioners to be made known”. Additionally, it recommends teaching the grammar competence using implicit and explicit ways in basic primary and basic secondary through oral communication activities and readings.

In order to correlate the policies with the gaps, it is possible to identify the grammatical competence as a linguistic factor proposed by the CEFR, which is taught with communicative purposes. Nevertheless, in Colombian context, it is regulated by “Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés”, which includes a communicative approach that shows the standards within communicative skills. However, this tool does not show explicitly the grammatical competence either with its respective grades. That is to say, the grammatical structures and rules that teachers need to teach are not explicit. Additionally, “Lineamientos curriculares para el área de idiomas extranjeros en la educación básica y media en Colombia” incorporated the grammatical competence within the communicative competence. In other words, these guidelines are focused on functional uses of grammar, so it can be said to these guidelines can be used in the inductive approach. Watson (2011, April) in the article 'El inglés se enseña todavía de forma muy arcaica' published in “*El Tiempo*” presents a disconnection between the state project and the reality in the schools inasmuch as the teachers do

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not know how grammar is presented. Furthermore, they use methodologies such as word translation or “archaic grammatical structure”. Later, Watson mentions that teaching English is necessary included since kindergarten.

Based on the problematic, it is necessary to mention that Colombia has different policies to teach English as a Foreign Language (EFL), but in these policies are not exemplified the grammatical topics. In other words, the guidelines do not present explicitly the grammatical aspects which have to be presented to students in specific grades, nor it is not taking into account the methodology that the teachers can implement and the appropriate learning process that can help to EFL young learners. Significantly, the grammatical component needs to be included in the policies due to the fact that this is not used properly in the classrooms. According to Crystal in *The Cambridge Encyclopedia of the English Language* (Cambridge University Press, 2003), “knowing about grammar means being able to talk about what it is we are able to do when we construct sentences, to describe what the rules are and what happens when they fail to apply” (p. 191). For this reason, the teaching of the grammatical competence helps students to improve all the skills such as reading, writing, listening and speaking. In order to evaluate this issue, “*Ministerio de Educacion Nacional*” (MEN, 2015) finds that only 37, 83% of the Colombians’ students have a basic level of English and the 5, 51% have an intermediate level of English. The numbers presented in the statistics show that it is necessary to redesign the way of teaching in which children and adolescents are exposed. As an illustration, Fandiño (2013) explains that in these statistics there are some factors that are not taking into account such as social, cultural and functional. Also, there is a lack of resources and the projection in government policies and the presence methodological weaknesses of some teacher affect the development of effective classes.

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In order to fill the gaps already presented, it is important to mention that this proposal is a useful tool which can use to generate a good perceptive in front of the learning of the English as a Foreign Language. In other words, this proposal is about to find the appropriate way of teaching grammar to primary scholars through an inductive approach. Additionally, the inductive approach in the teaching grammar provides many interesting tools such as cartoons, music, readings, videos, etc. to maintain the students engaged while they are learning the English grammar. On the other hand, this proposal can help teachers, mainly primary teachers, to raise awareness about how the use of creative materials and classes can motivate and create autonomy in young learners and their process' language learning. This can achieve adding the grammatical competence in national and local policies about the ELT, moreover, training the teacher about can use the ELT policies correctly. Additionally, the exams result and the statistics can improve if the grammar is taught from primary using enjoyable techniques, inasmuch as the secondary learners can have more knowledge and domain of EFL.

One of the principal benefits that contribute the results of this project is to foster the motivation of young learners in the learning process through an inductive approach, mainly through the use of enjoyable techniques (games, song, cartoons, etc). In effect, it can be more dynamic and creative; furthermore, learners can take part and be more involved in their learning process, creating the adequate engaging and maintaining the attention in the same way favoring the autonomy of the students. Harmer (2011, p. 83) states "teachers of young learners need to spend time understanding how their students think and operate". In the same way, the teachers can be interested in the project's results in view of the fact that the inductive approach could be used as a tool at the time to teach grammar. That is to say, the teachers can explore and use a

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great variety of techniques (playing games, making songs, making a physical movement,) that they consider beneficial and appropriate for their grammar lessons. On the other hand, the result of this project can contribute to the curriculum design of Pereiran institutions in view of the fact that the inductive grammar can achieve an innovative and meaningful learning using enjoyable techniques in the classroom and to promote the real situations in the grammar lesson.

Objectives

Teaching Objectives

General

- To teach grammar inductively to second graders, utilizing techniques that increase students' motivation toward learning English as a foreign language

Specifics

- To design grammar lessons through inductive techniques.
- To utilizing teaching techniques that increase young learners' motivation such as cartoons, songs, and games.

Learning Objectives

General

- To think about the effectiveness of the teaching grammar to second graders through didactic techniques.

Specifics

- To recognize the grammatical learning of students through inductive techniques as games.
- To evaluate the grammatical knowledge to second graders after the implementation of inductive techniques as cartoons, games, and songs.

Conceptual Framework

Introduction

The purpose of this chapter is to explain the role of grammar instruction in EFL classes and to give an overview of the debate around whether grammar should be taught inductively or deductively. This is followed by a justification of why it is more effective to teach grammar inductively to second graders in the context a public school in Pereira.

Furthermore, the effectiveness of utilizing teaching techniques such as cartoons, songs, and games in raising young learners' motivation is explored. These constructs are exposed by relevant authors such as Susan Halliwell, Scott Thornbury, Jack C. Richards, among other that support the main concepts.

English Language Teaching History

First of all, the grammatical aspect is perhaps one of the most complex abilities to develop in EFL learners due to the fact that it involves conceptual knowledge, certain vocabulary, verb tenses and good spelling. Hence, the role of grammar instruction and the methods to teach it to English language learners have changed significantly over the last two decades. Firstly, during the eighteenth and nineteenth century arose the **Classical Method** on which was based on grammatical rules and forms, memorization and translation of a text. Afterward, in the nineteenth century, it took place some shifts in the classical method and it came to be known as the **Grammar Translation Method** which consists of "explanations of grammar points, memorization of list and exercise in translation" (Prator & Celce -Murcia 1979, p. 9). It was a useful way of learning vocabulary and grammatical structures in the same way to help learners to

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enhance their writing and reading skills. However, "The use of translation in foreign language learning has been considered detrimental as it does not allow the achievement of fluency and foster communicative language use" (Newson, 1998, p. 64)

Between the nineteenth and the twentieth century, the Direct Method had good reception in terms of speaking and listening skills; however, the weakness of this method was that the L2 had to be learnt as the L1 provoking the beginning of a new method. It was acclaimed as revolutionary in foreign language teaching method, the grammar-translation method, and the direct method were replaced by the **Audio-Lingual Method** in the 1950s and 60s and it consists of the oral-based approach. It drills students in the use of grammatical sentence patterns, in addition "the audio-lingual method was based on the school of behaviorism in psychology and structuralism in linguistics" (Richards & Rodgers, 2001, p. 57). It is important to highlight that it was a helpful way to use pronunciation and grammar in an accurate and the ability to respond quickly and accurately in speech situations also it helps that students had a variety of vocabulary in order to use with grammar patterns. Nevertheless, one of the most points of criticism toward this method is that the learners lacked engagement in meaningful language use and had only limited opportunities to use language creatively while interacting with their classmates. As Willis (2004, p. 4) points out, "This was because the emphasis was on eradication of errors and accurate production of the target forms, not on the communication of meanings".

During the twentieth century, the evolution of the language teaching was presented with the implementation of others methods. **Communicative Language Teaching** appeared as a response to the necessity of a communicative and interactive competence required in Language

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Teaching. William Littlewood (2011) affirmed that CLT is a helpful approach which “improves students’ ability to communicate” (p. 542). These traditional methods put to grammatical competence as an essence of language teaching; therefore, it appeared two different ways to teach it such as deductive and inductive approaches. Deductive approach presents the grammar rules practicing the use of them; on the other hand, inductive approach gives examples of sentences including grammar rules, then it asked to solve the rule for themselves.

Approaches to Teaching Grammar

In grammar teaching, there are two main approaches. These are deductive approach and inductive approach. Notwithstanding, deductive and inductive approaches introduce the same goal of teaching grammar. However, these approaches are different regarding of the way that grammar is presented in the classroom.

- **Inductive Approach**

An inductive approach is an approach in which learners are not taught grammatical rules directly but are left to discover them through the students' experience in terms of using the target language. For instance, the rules can be discovered through games, songs or different activities that require the students’ participation (Richards & Schmidt, 2010, p. 158). That means, the inductive approach is the learner-centered, and the teacher is a model or facilitator that is, the students are active in their learning process and they can discover the rules by themselves or infer them. This approach is generally more stimulating and it requires more students’ participation.

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According to Brown (2000), teaching grammar inductively is more appropriate than teaching it deductively in most teaching contexts since it is more in keeping with natural language acquisition where rules are absorbed subconsciously with little or no conscious focus. Besides, it conforms more easily to the concept of interlanguage development in which learner's progress, on variable timetables, through stages of rule acquisition and it allows students to get a communicative "feel" for some aspect of language before possibly being overwhelmed by grammatical explanations. Finally, it builds more intrinsic motivation by allowing students to discover rules rather than being told them (Brown, 2000, p. 365).

- **Advantages of Using Inductive Grammar Teaching**

Regarding inductive approach, there are several advantages of using it such as the students are more enthusiastic so they discover the grammar rules by themselves. Additionally, this approach involves several examples, activities, and major participation of students (student-centered). Also, the inductive approach motivates the pupils' learning interests. In order to explain how learning happens in people mainly the self-autonomous, it emerges the pedagogical model of constructivism which mentions how people construct their knowledge and their form meaning based on their experiences. The theory of constructivism is generally attributed to Jean Piaget who creates this theory in the 1920s. In this manner, he suggested four stages in human development, the sensory motor stage, the preoperational stage, the concrete operational stage, and the formal operational stage. Besides, for Piaget, the development of human intellect occurs through adaptation and organization. Hence, the adaptation is a process of assimilation and accommodation in which external factors and situations are assimilated into existing

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understanding, incorporating new experiences into the old experiences. In that way, it accommodates new experiences into the mental capacity already present, thereby changing its organization. According to Driscoll (2000) explains that constructivist theory asserts that knowledge can only exist within the human mind and that it does not have to match any real world reality. Furthermore, the constructivism is inductive learning inasmuch as it induces learners to construct knowledge for themselves, at the same time, learners participate in activities which they can develop their abilities and acquire new concepts. Therefore, Good and Brophy (1994) stated some important principles in constructivism as the learners construct their own meaning, the new learning builds on prior knowledge, learning is enhanced by social interaction, and meaningful learning develops through “authentic” tasks.

- **Methods Used In Inductive Approach**

“A method is the practical realization of an approach” (Harmer, 2001, p. 78). In that way, different methods have emerged throughout the years in regard the inductive approach such as the **Direct Method** which enjoyed huge popularity at the beginning of the twentieth century. It is also called "natural method".

The basic premise of the Direct Method was similar to that of Gouin's Series Method, namely, that second language learning should be more like first language learning-lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules. (Brown, 1994, pp. 9-10)

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Hence, the direct method is focused on use the target language in the classroom, refraining from using learners' native language. Additionally, this method is conducted by the idea that second language learning should be an imitation of first language learning, and the grammatical aspects are taught inductively. Likewise, there are some principles of the Direct Method which are oral communication skills building up in a carefully traded progression organized around questions and answers exchanges between teachers and students in small and intensive classes. Moreover, concrete vocabulary is taught through demonstration, objects, and pictures and abstract vocabulary are taught through association of ideas. Also, new teaching points are taught through modeling and practice (Richards & Rodgers, 1986, pp. 9-10).

During the World War II, in the United States increased the need to become orally proficient and be able to conduct conversations fluently in a variety of languages. For this reason, it appeared a known method as Army Specialized Training Program (ASTP) also called as army method which was focused on aural / oral skills. "The Army Method employed a great deal of oral activity - pronunciation and pattern drills and conversation practice. Oddly in a rejection of deductive, grammar teaching and translation was taught explicitly" (Brown, 2014, p. 104) Afterward of some adaptations, to adopt it in educational institutions, the Army Method came to be known in the 1950s as the **Audio-lingual Method** (ALM). It was based on the school of behaviorism in psychology and structuralism in linguistics (Richards & Rodgers 2001). Furthermore, it is relevant to highlight that using the ALM in the classroom, the speaking and listening skills are better trained. At the same time, this method is emphasized in mimicry, memorization, and pattern drills, using dialogues as the main form of language presentation and drills as the training main techniques. Thus, it is a useful way to use pronunciation and grammar

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in an accurate and the ability to respond quickly and accurately in speech situations. In accordance to Prator & Celce- Murcia (1979) there are some important characteristics of the ALM which consists of presenting the new material using repetitive drills to acquire the structural pattern, and the importance to learn vocabulary in the context developing a suitable pronunciation. Besides, there is much use of tapes, languages labs and visual aids and the successful responses are immediately reinforced.

Communicative Language Teaching (CLT) emerged in the 1970s and early 1980s.

CLT is best understood as an approach rather than a method (Richards & Rodgers, 2011). According to William Littlewood (2011), "the CLT serves a useful function as an "umbrella" term to capture the essence of classroom methodological approaches designed to improve students' ability to communicate" (p. 542). Furthermore, it is important to mention that CLT is focused on the interaction and communication using different items of grammar and practice through activities such as memorization of dialogs, drills and the use of pair work activities, role plays, and group work activities. Hence, students need knowledge of linguistic aspects, meaning, and function in order to enable learners to communicate in the target language. According to Brown (2014, p. 236), there are some characteristics as a definition of CLT some of them are language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for a meaningful purpose. Likewise, classroom goals are focused on all the components of communicative competence and fluency and accuracy are seen as complementary principles underlying communicative techniques. Additionally, in the communicative classroom, students ultimately, have to use the language, productively and receptively, in unrehearsed contexts.

Among recent manifestations of CLT, **Task- Based Language Teaching (TBLT)** has emerged as a major focal point of language teaching practice worldwide (Skehan & Swain, 2001; Nunan, 2004; Ellis, 2005; Kelch & Yang, 2008; Robinson, 2011). TBLT is focused on students to communicate through interaction in the target language and to introduce authentic texts into the classroom. In this manner, it enables learners may be more active and participative (learner-centered) with great motivation regarding tasks and activities proposed in the classroom. Besides the students work in groups in a collaborative learning process, it allows them to produce meaningful interaction on a given topic. In accordance to Brown (2014), "TBLT has continued to emphasize classroom interaction, learner- centered teaching, authenticity, and viewing the learner's own experiences as important contributors to learning" (p. 237). Hence, TBLT is a complex approach that fosters the communicative competence in the classroom. In that way, it is necessary that the students have sufficient organizational competence and strategic competence to choose between linguistic options and when needed to repair attempts to communicate. Additionally, the TBLT is divided into three basic stages; the pre- task (introduction to the topic and task), the task cycle (task planning report) and the language focus (analysis practice) (Willis, 1994, p. 19)

- **Deductive Approach**

Deductive teaching is a conventional approach which provides information and rules at the beginning of the class and it continues with examples. The basic rules of this approach are used in the classes where the main goal is to teach grammar structures. As an example, these basic

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rules are useful for the classes that **grammar translation method** is employed (Nunan, 1991). According to Thornbury (1999, pp. 32-36), there are three basic stages in a deductive lesson. First, the lesson starts with the presentation of the grammatical rules by the teacher. Secondly, the teacher gives examples by highlighting the grammar structures. Then, students make practice with the rules and produce their own examples at the end of the lesson.

Learning among Young Learners

In order to generate grammatical learning for the students, it is important to take into account different factors; one of the most relevant factors is the learners' age due to the fact that it involves different needs, abilities, attitudes and cognitive skills depending on the age. According to Harmer (2011), "teachers of young learners need to spend time understanding how their students think and operate" (p. 83). Equally, children in the learning process are amazing in acquiring new knowledge and language inasmuch as they enjoy discovering different things. Additionally, Halliwell (1992, p. 5) establishes that it is likely to say children's ability for conscious grammatical learning is still undeveloped, but children have a big natural aptitude for indirect learning. As an illustration, children respond satisfactorily when they have to use the imagination such drawing cartoons, playing games, making songs, solving puzzles and making a physical movement. In this manner, it is important to consider the context of pupils and to provide them several opportunities to use the new language in their real life, considering the importance of imagination for young learners. In accordance to Halliwell (2002), "language teaching should be concerned with real life. But it would be a great pity if we were so concerned to promote reality in the classroom that we forgot that reality for children includes imagination

and fantasy” (p. 7). If we accept the role of the imagination in children's lives we can see that it provides another powerful stimulus for real language use.

Techniques to Teaching Grammar

In order to teach grammar to young learners, Ur (1988, p. 6) affirmed there are techniques to present inductively grammatical items as examples and enjoyable activities. That is to say, the teacher stimulates the students to learn the new structure through an input activity in which the grammar items appear. As an illustration, there are techniques that can be implemented such as: using games, songs, text technique, Total Physical Response, pictures, and objects in the classroom.

- **Using Games**

The first technique is the use of games in order to teach grammar to young learners, to explain it, Celce-Murcia and Hilles (1988) state that games can teach and reinforce grammar successfully. Games reduce anxiety, increase positive feelings and improve self-confidence because learners do not afraid of punishment while practicing the goal language (Crookall, 1990, p.112). Crookall (1990) affirms that games encourage learners to take an active role and direct their own learning process. Furthermore, Brumfit (1995) explains that students have the opportunity to use a wide range of language when the teachers include a variety of task based on games, stories, collaborative problem solving or information.

Secondly, Celce and Hilles (1988) describe how games work for teaching grammar in an EFL classroom. They established that games and problem-solving activities have as purpose the production of correct speech and communicative activities. Additionally, games allow the students to practice and internalize vocabulary, grammar and structures extensively (Linvolucris & Davis, 1992). During the game, the students are focused on the activity absorbing the grammar subconsciously. Finally, games can be used to excite students through competitions, also enjoyable and challenging games are highly motivating (Celce & Hilles, 1988).

- **Using Songs**

The second technique is the use of songs in order to teach grammar to young learners; in that case, songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading, and writing. Songs can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs (Lo & Fai Li, 1998). Correctly chosen, traditional folk songs have the dual motivating attack of pretty tunes and interesting stories, plus for many students the added ingredient of novelty (Hill, 1999). Most songs, especially folk songs, follow a regularly repeated verse form, with rhyme, and have a series of other discourse features, which make them easy to follow.

Furthermore, Halliwell (1992) says that the best songs would be those that are either familiar to the children or those, though maybe not familiar, which have an international nature, such as Old MacDonald. Brewster, Ellis, and Girard (1992, p. 178) express that "the learner can practice new grammatical pattern or vocabulary through song and rhymes". In addition, Celce-

Murcia and Hilles (1988, p. 116) points out that “song can be utilized as presentation context, as a reinforcement material, and as vehicles through which to teach all language skills”. Here, the teacher begins to introduce the song to students by telling them a title about it, who wrote it, what the title, for example.

- **Using Cartoons**

Young learners comprehend the new language through some features as intonation, mimics, body language, gestures and actions (Willis, 2001). Additionally, Bishop and Cates (2001) affirm that cartoons are useful tools since they include colorful characters and engaging visual presentations with enjoyable sounds and music.

- **Using Pictures**

According to Brewster, Ellis, and Girard (1992), “learner will get great help to convey meaning and memorize what taught by using illustrations and pictures” (p. 90) The teachers may present the grammatical items by using pictures. In teaching imperatives, for example, it can be showing traffic symbols such as symbol of the stop, turn left, turn right, etc. While showing the picture of the stop, the teacher saying “don’t enter”, and then, give the students turn to say and repeat it as well.

Conclusion

To conclude, there is a place for inductive grammar which works through examples, games, songs and activities that let learners subconsciously learn the grammar through an age-appropriate critical and creative analysis of language. According to the characteristics and the needs of the students, and the analysis of a classroom, there are several techniques that can be integrated with such resources. And since teaching is a developing art, which requires innovative and creative ideas to enrich its effectiveness, we must not hesitate to use every kind of teaching resources that we think appropriate to assist our teaching of grammar that to young learners. Brown (1972, p. 267) affirmed that both inductive and deductive learning is necessary. He suggested, “Both types of learning can lead to boredom and failure: our deductive explanations are often too long, abstract and unclear; our classroom discussions sometimes center about one small detail which interests only one or two students”. He also established, “our carefully planned inductive drills lack that bit of zest that is needed to keep things lively and fresh”. (Brown, 1972, p. 267)

Literature Review

This section of the project presents the theoretical bases, arguments and pertinent findings that address the constructs on which this classroom project is based. First of all, the grammatical aspect is perhaps one of the most complex ability to develop in EFL learners due to the fact that it involves conceptual knowledge, certain vocabulary, verb tenses and good spelling. Hence, the role of grammar instruction and the methods to teach it to English language learners have changed significantly over the last two decades.

Nowadays, teaching grammar to EFL young learners demands a high level of creativity. Enjoyable grammatical activities cannot be restricted in the classroom; therefore it is necessary to implement strategies in order to foster and develop their abilities. As an illustration, there are three studies focused on this area, conducted by Arikan and Taraf (2010), Yolageldili and Arikan (2011), Kara and Aksel (2013). They analyzed the implementation of different techniques to develop inductive grammar in young learners. These research studies were carried out in EFL contexts with young learners with average age between 5 and 12 years old; also, the first study was performed in Turkey's private school, the second study was performed at School of Foreign Language at Uludag University, and the last study was performed in Hacettepe University Faculty of Education in Ankara. The methods used in the studies for collecting data were pre and post-test design, and a questionnaire. While the researchers found that the use of cartoons and games helped significantly students to learn grammar in the first two studies, in the last study, the researchers found that it is difficult to implement music in order to teach grammar. The results did not show a meaningful improvement between the experimental and the control group

at the end of the research; however, the positive point was that the experimental group was more motivated and willing to learn.

Arikan and Taraf (2010) conducted an experimental study in Turkey in order to examine the effectiveness of authentic animated cartoons in teaching English to young learners. Their purpose was to collect and evaluate data. For this reason, the researchers divided the learners into two groups, control group (n= 15) followed a traditional grammar-based syllabus for four weeks and the experimental group (n= 15) watched and made use of ‘The Simpsons’ as classroom material. In total, there were thirty fourth-graders of a private school; pre and post-test design, a comparison between instruction based essentially on traditional and one that made use of authentic animated cartoons. The results demonstrate that, at the beginning of the study, both the experimental group and the control group were in the same grammar level; however, the experimental group showed better results than the control group in the post-test applied at the end of the study. That is to say, students who were exposed to the authentic language as ‘The Simpsons’, improved their language skills.

Equally, Yolageldili and Arikan (2011) guided a study in Turkey to explore the effectiveness of using games in teaching grammar to young learners. The research was developed in primary schools in Edirne and Ankara in which the researchers took fifteen EFL teachers among 24 to 54 years old. To collect the data, the researchers applied a questionnaire in which the EFL teachers were asked to match their opinion about games and their efficiency to teach grammar in young learners. In addition, the questionnaire included five options, namely, ‘strongly disagree’, ‘disagree’, ‘undecided’, ‘agree’ and ‘strongly agree’. As a result, the

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participants considered the games as tools for amusement; others took the games such as one alternative to make useful activities for learners. On the other hand, the researchers found that the games are an important tool to teach inasmuch as the games have rules which the students have to follow in order to complete the goal. Besides, the games are an interesting way to manage the energy and the activity of the children to language learning. Finally, teaching young learners needs teachers that create challenging classes or activities using games, including the grammar as the main purpose.

Equally, Kara and Aksel (2013) conducted a study at *the school of foreign language at Uludag university of Turkey* to determine the efficiency of teaching grammar to elementary level learners through music. The researchers meant that the music in a learning process could be a motivation. In addition, the researchers used data collection methods such as pre-test and post-test to 19 students, so the pre-test was of 15 questions to measure student's previous knowledge of grammar. For the analysis of the data, the researchers decided to divide the students into two groups. While the first group was taught traditionally, the second one or the experimental group was taught the same grammatical structure but including songs and musical instruments. Consequently, the researchers applied the post-test which was of fifteen questions, and a survey about their motivation. They found that the results of the post-test were better than the pre-test; also they found that the experimental rose student's achievements, and their motivation to learn. As a matter of fact, the study points out the effects that the music has in the learners and how they feel motivated to learn a foreign language.

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According to the results, we found that it is possible to use different techniques to develop the grammatical skills as games, cartoons, and music due to the fact that these techniques engage and maintain the attention of young learners. In addition, these techniques make that the learners feel in a comfort zone, which allows them to feel more motivated at the time to learn grammar in an interactive and familiar atmosphere. To conclude, the studies previously presented agree that using innovative techniques are excellent implementations in the learning process in which young learners get both aural and visual support in significant contexts. Furthermore, it is relevant to highlight that the pedagogical value of using these techniques in young learners is useful and effective to acquire grammatical aspects in an EFL classroom mainly in young learners. Besides, these research studies help us in our project inasmuch as we want to find the appropriate way to teach grammar to young learners through inductive approach. However, it is complicated to find these types of studies applied in Colombia. All in all, the use of challenging games, meaningful music, and creative cartoons is an interesting way to motivate the young students and to manage learners' energy to learning grammar.

Methodology

In the following section, we will explain how this classroom project was conducted, where it was implemented and which techniques were used. Specifically, the school where it was developed, the context and setting in which it was implemented, and participants that were in the project. Furthermore, it will explore some aspects as the planning, instructional, assessment and reflection stage, researchers' role and resources which took an important role in this project.

Context

This project was performed at the elementary level of the Sur Oriental School, this institution is public co-education high school which are located in the urban zone in Pereira Risaralda; also, it belongs to a low socioeconomic level. The institution has an average of 30 classrooms, 8 computer rooms, and 3 laboratories in high school. This institution is based on a pedagogical socio-cognitive model. The average of teachers is 30 while the numbers of students are 35 approximately per grade. This institution has few didactic and technological resources such as audio-visual aids (computers, video beam).

The English curriculum design is based on the Common European Framework of Reference for Languages and the Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, with a communicative approach. This subject is taught from 1st to 11th grades, with an average from 2 to 3 hours per week. This course is in charge of teachers in primary levels whose academic and professional background is on a pedagogical degree, also it

is in charge of the practitioners of Universidad Tecnológica de Pereira (UTP). On the other hand, secondary levels receive English instruction by Teachers with academic preparation in bachelor degrees on modern languages.

Participants

The participants of this classroom project were divided into two groups. The first group was conformed for 30 students who were in second grade. Their ages ranged between 7 to 10 years old. In order to teach to young learners, Harmer (2011, p. 83) established that children are amazing when they acquire new knowledge in view of the fact that they enjoy learning a new language through activities as drawing cartoons, playing games and making songs. In the second group, there were three teachers from Licenciatura en Lengua Inglesa of a public university in Pereira; therefore, two teachers implemented and the other was an observer. That is to say, this classroom project was carried out by three members, two teachers, and one observer a pre-service teacher took the role of observer, and the other two teachers implemented this project. In order to explain the role of two teachers who implemented the project, it is important to highlight the term co-teaching. Angelides (2006), defined co-teaching as "two teachers are jointly responsible for a class and plan teaching together, plan instruction together, share teaching duties and design collectively all teaching aids" (p. 1). According to Tobin (2005), teachers can exchange their roles concentrating on those areas that he or she feels more knowledgeable. Additionally, these three teachers had the role of design lesson, create tasks, observe sessions and implement the project.

Planning stage

This classroom project was aimed at teaching grammar to primary scholars using inductive methods. During the process, the teachers could find some problems as the use of English language (L2) of the primary scholars during the whole classes; moreover, the students could face the interference with their mother tongue (L1) as the deduction of the grammar rules. In order to solve these problems, Cook and Goldin-Meadow (2006) establish that the use of paralinguistic features as gestures, pitch voice, and body language in an EFL context is effective in the learning process. Furthermore, they used the deductive method as a complement of the teaching grammar inductively. Another important aspect which was crucial in the sessions was the time management; the teachers implemented the classroom project one hour per week during five weeks.

Implementation stage

Regarding the results already collected through observations and reflections during the implementation of this classroom project, it was observed certain aspects and events which its main aim was Teaching Grammar Inductively to Primary School Learners. This classroom project was conducted in five sessions. Thereby, the information which is presented is based on professional growth, students' responses and linguistic outcomes of two teachers, one observer, and 32 second graders.

Assessment

This project had an important component such as to evaluate the learners' process and products. The procedure of assessment focused on grammar and it took part during two times in

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the whole project. The teachers implemented different assessment techniques which were divided into two stages during the project:

First, the learners presented a diagnostic test in order to give the teachers an overall conception about the pre-knowledge of the learners. Second, learners were exposed to a formative assessment which is concerned to how judgments about the quality of student's responses (performance, work or pieces) can shape or improve the students' competencies by short-circuiting the randomness and inefficiency of trial and error learning (Sadler, 1989). That is to say, learners collected all the activities implemented in class in a portfolio which were filling gaps of the songs, draws with short sentences, letters, reading short comics, doing handmade activities, activities that involved the body. The goal of collecting the works in a portfolio was to help students to illustrate their talents, to represent their grammar capabilities, and showed to the students their achievements; for these reasons, the teachers considered the important of the uses of games through this project, they evaluated grammar through games taking into account that it increases learners' proficiency in practicing grammar communicatively.

Reflection Stage

According to Richards and Lockhart (1996: IX), "reflective teaching goes hand-in-hand with critical self-examination and reflection as a basis for decision-making, planning, and action". The teachers reflected on their professional development through their journals inasmuch as it improved the classroom environment and the ways to assess the students. In order

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to reflect on teaching performance, the teachers made self-reflection through the observation and notes taking in each session. Additionally, the teachers reflected on learners' outcomes and learners' responses based on results, students' productions and the data collecting by the assessment. As a consequence, they found that there were aspects in which it was necessary to make reinforcement.

Researchers' role

In concordance with Guba and Lincoln (1981), the researchers have an important role, the researcher has the responsibility to collect data in order to process and analyze the information. This classroom project was carried out by three members, two teachers, and one observe. Observation serves the purpose of gathering data to be later on discussed and analyzed (Richards & Farrell T, 2011, p. 92). Moreover, the practitioners reflected about the performances in class and what it was necessary to improve for the following sessions.

Resources

The teachers implemented a variety of materials taking into account the context of the learners; that is, the appropriate use of materials according to the level, age and the culture aspects of the learners. Some of the interactive materials which were used were flashcards, videos, games, worksheets, songs, and the technical devices such as, video beam, and speakers. Another effective and useful material was realia "Realia is the technical term for any real objects that are introduced into the classroom for teaching purposes" (Thornbury, 1999, pp. 57-59). It is relevant mentioning that the audio-visual materials were colorful, attractive, amusing and

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significant with the purpose to maintain the students' interests.

Results

In the following section, certain aspects and events related to the observations and reflections obtained during the implementation of this classroom project are explained. This classroom project was conducted in five sessions. Thereby, the information is going to be presented taking into account professional growth, students' responses, and linguistic outcomes. This classroom project was carried out by three members, two teachers, and one observer, and 32 participants of the second grade in a public primary school in Pereira (*Institución Educativa Sur oriental Sede San Luis*).

Professional Development

Towards the implementation of this classroom project, it was possible to establish a relevant result based on the professional growth concerning to learning strategies in view of the fact that the use of certain strategies fosters a learning environment more attractive and creative in the classroom. Additionally, it worked as a meaningful tool which regulated the Teaching Grammar Inductively to Primary School Learners.

Classroom management

Strengths

Some relevant aspects and events arose during the implementation of the lessons regarding classroom management, one of them were the ground rules. There were established since the first day of class in order to create a learning environment more ordered, disciplined

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and respectful of the learners and the teachers. Some teachers have found that "to avoid future conflicts, it is necessary to create strict rules together at the beginning of the course, even in the first lesson" (Sulich, 2004, p. 35). Additionally, Kyriacou stated (1997) that the crucial aspect of pre-empting misbehavior is to establish clear rules and expectations regarding classroom behavior at the beginning of the course. This can also help new teachers, especially student teachers, establish their authority as well. (Kyriacou, 1997, p. 125) In this manner, the ground rules were created in an attractive and colorful way to the students and these were stuck on the wall. Every time that the pupils were misbehaving, the teachers pointing and showing the poster of the ground rules with the purpose the students recognize their misbehaviors.

Another important point is the time management, which is one of the most relevant aspects of teaching due to the fact that it involves the organization of the classroom, the length of the activities and the frequency of teaching it. In other words, time management played an important role in the implementation inasmuch as it regulated the time of each stage in the lesson. Thereby, it was satisfactory in view of the fact that whole lessons were carried out usually at the established time. However, there were some activities that required more time by the complexity of these. Sometimes the learners felt so motivated and they participated actively in the games. Thus, it was necessary to provide more time. Another important factor was the use of grouping technique in some activities or games in order to create a learning environment more dynamic for the students, such as divide the class into two groups. The girls and the boys implemented a kind of competition or with the purpose to create more order in the classroom.

Another important aspect was the use of grades (good- bad) negative and positive points depending on the participation and the behaviors in the classroom. In this way, sometimes the teachers provided some candies to learners to answer correctly the questions of participate suitably in some games (competitions-guessing, etc.). “When students are extrinsically motivated, they participate because they expect a desirable outcome like a reward or avoidance of punishment” (Gianni, 2010, p. 1).

Challenges

The disruptive behavior was considered a challenge during the implementation of the lessons since some of the learners' misbehaviors affected the development of some activities and games. Some students tried to call their classmates and teachers' attention, making noise, creating disorder and, hence distracting the other students. According to Sulich (2004, p. 34), it is usually easier to draw someone's attention (classmates or teachers) by behaving badly than by behaving properly, which can take more time and effort.

Lesson Planning

Strengths

Taking into account that our classroom project is about teaching inductive grammar, planning was successful and it was one of our strengths. At the time of planning, we designed lessons considering “*Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*” which is the educational guide that regulates English classes in Colombia.

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This guide includes general and specific standards for the skills (listening, speaking, reading, and writing); in addition, it includes a communicative approach that shows the standards within communicative and pragmatic purposes.

Furthermore, the lessons were divided into clear stages which Harmer (2009) calls E.S.A. teaching models (engage study and activate). During the implementation of the stages, the practitioners included a range of different activities in which they presented the topics with the colorful material, and engaging games and writing activities. These were very well accepted by students according to the enthusiastic and the motivation that students reflected. Richards and Lockhart (1996) state the sequence of sub-activities for a lesson establishes a kind of format or script for the lesson. As an example, there was one lesson with the aim of having students identify domestic animals using the grammatical structure like and don't like. Therefore, in the engaging stage, the teachers showed a video about animals in order that learners recognized some vocabulary by a song. Then, in the study stage, the teachers showed a PowerPoint presentation in which the slides were about animals making emphasis in the verb "like" and "don't like" for example I like cats - I do not like cats. In the same way, the teachers put the learners to practice the pronunciation. Additionally, some learners practiced the spelling of the sentence on the whiteboard, and they wrote the examples in their notebook. Later, the teachers performed a game that consisted of sitting the learners on the floor in a circle way, and say an animal to each student, then she/ he would say aloud the name of the animals in a sentence " I like dogs", all the students that have the name of the animal, had to stand up and so on. Afterward, in the activate stage, the teachers provided a worksheet about like and do not like in which there were some pictures of domestic animals as cat, dog, cow, pig, mouse and horse;

then, students had to write if they liked or didn't like it.

Challenges

Considering the events that occurred in class, the pacing was one of the challenges throughout of the lessons' implementation due to the fact that some of the activities were not fluid. Richards (1990) identified pacing as one of the significant features of the teacher's lessons and this was achieved through including a variety of activities within each lesson. As an example, the time for the implementation was limited to an hour per lesson; this made the teachers worked faster in order to develop the stages of the lesson. In this manner, sometimes it was necessary to move from one activity to another causing the sharp change in the students' attention. For instance, in a lesson the teachers implemented a frozen game with the purpose to Students learn to recognize verbs by actions and determine their concentration in the game, it consisted that instructors mentioned a verb (swim, run, jump, etc.) and the students should perform the correct action. During the learners' performances, the teachers said the word "*Frozen*" and the students had to stay static, and so on to the verbs. Although it was complicated to start the game since the learners were over excited and noisy, the activity was carried out and the learners were concentrated in the game, however, the time was limited and the teachers had to move to a writing activity in which the learners had to write some sentences using the previous verbs

Material design

The design of the materials had different aspects that helped the teachers to develop their classes in an engaging way in view of the fact that the materials were for young learners. They

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were colorful and attractive to draw their attention. Besides, it was fundamental to use materials related to learners' pre- knowledge in order to they recognized easily.

Strengths

During the implementation, the correct selection and creation of the material was so important due to the fact that it plays different roles in the classroom. The teachers used colorful and attractive materials in order to catch the attention of the learners and present inductively the grammar during the classes. In addition, the materials were adapted according to the age, interests, learning styles and the context of the learners in order to make them more significant.

Thereby, the teachers employed the use of realia in order to create a learning environment more contextualized and significant for the students. Chiarantano (2005) stated that using realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes cultural understanding. For instance, the teachers used some objects of the classroom in order to teach the school supplies (a pencil, a notebook, an eraser, a ruler, etc.) using the verb to be and the pronoun it. *"It is a pencil"* Ts. asked *"what is it?"* Ss. answered *"it is an eraser"*. Additionally the use of cartoons, flashcards, and songs allowed to maintain the learner's' attention and concentrated. Hence, the students enjoyed listening to the different songs related to the topic and they could memorize it easier. According to Freeman (2000), songs are useful for making the learners comfortable in speaking and evoking positive emotions "music reinforces the linguistic material". For example, in a lesson the learners were actively participated singing a song about the daily routines in the morning, where they recognized the pronoun "we" "we brush our teeth" using colorful images which show the main actions of the

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song with the purpose that learners could be more aware of what the song was and what the meaning of the words was. Hence, the students performed the mimics and they said “*we comb our hair*” “*we wash our face*”

Institutional limitations

Challenges

There were several challenges in the institution due to the fact that it had few technological devices, such as video project. Additionally, most of the time the in-service teachers were using the video projectors or the technological devices did not work well or these were damaged. For that reason, the teachers had to use their own technological devices for the implementations or they had to improvise.

Learning strategies

Oxford defines learning strategies (1990, p. 8) as specific actions taken by the learner to make learning easier, faster, more enjoyable, and more transferable to new situations. Wenden and Rubin also define learning strategies (1987) as “any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, and usage of information” (p. 19). In that way, the teachers implemented different strategies regarding the issues of grammar. In the following lines, the strategies will be described as well as how they worked and if they were effective for children participating in the implementation process.

- **Introducing grammar**

The way in which grammar is presented is a crucial part of the lesson in view of the fact that it has some responsibilities such as introduce the topic, draw learners' attention, and show clarity of how the lesson can be developed. At the same time, there are different ways to introduce the grammar in a class through flashcards, videos, games, mimics and using various examples. In accordance to Harmer (2011), in this grammar presentation, students learn how to make sentences using grammatical aspects (p. 210). For instance, in a lesson about animals and adjectives, the teachers performed some mimics and sounds of animals and the students guessed what animal is (Ts "*woof*" and Ss. answer "*dog*"). Then, the instructors showed a flashcard of a dog and write "*the dog is small*", performing the mimic of small and the students said in their native language "*el perro es pequeño*". After the teachers did another sound of animal "*meow*" and the learners, answered "*cat*", again the instructors performed the same mimic "*small*" and some students said, "*the cat is small*".

- **Grammar games**

According to Harmer (2011), "many games can be adapted for classroom use, engaging and encouraging the learners to use the target structures with enthusiastic" (p. 223). For instances, the teachers implemented a game in a lesson about the daily routines in the morning and the pronoun "we" which consisted of listening to a song several times and singing it. Afterward, the instructors provided the structure of the song using sentences in a wrong order with the purpose that students organized the correct order of the sentence for example. "Our teeth - the morning - early in- we brush". Despite the fact that the learners performed the activity

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correctly, they were confused for the instructions at the beginning. For this reason, the teachers had to spend a lot of time trying to explain it. In accordance to Ur (2006; p. 34), one of the most common mistakes that novice teachers perform it does not provide the instructions clearly. The result is very often that the teacher has stopped the activity in the middle to reissue the instructions. Also, Ur (2006) stated: "There are various ways of making sure that instructions are clear: By slowing down delivery, repeating, or using the students' native language" (p. 34).

Furthermore, paralinguistic features as body language, gestures and mimics were a relevant learning strategy at the time to create a better understanding of the topic in the students. According to Teillier (2006), "hand gestures, facial expressions, body movements, etc. can either imitate or symbolize something and they truly help learners to infer of the verbal, providing that they are unambiguous and easy to understand" (pp. 131-216).

The use of the materials such as the colorful pictures attracted the learners' attention. Besides, the voice projection was strong, the body language and the use of mimics and gestures were successful due to the fact that the learners felt motivated and enthusiastic at the time to participate and infer about the meaning of it. They can either imitate or symbolize something and they truly help learners to infer of the verbal, providing that they are unambiguous and easy to understand. Furthermore, the use of the board was very useful in view of the fact that the learners took part writing the correct words on it, the learners showed secure and confident participating in class showing a good attitude, greetings and saying some expressions and words in English. Thereby, the pupils were attentive the explication of the teachers, showing comprehension of the topic, developing suitably the worksheet. Likewise, the vast majority of

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the time, the English was presented in the classroom, and the mother tongue was used just for some few words and instructions.

Additionally, one of the most significant learning strategies was the use of realia; in some lessons such as the lesson 1, it was taught articulated vocabulary as the school supplies within a complete structure "It is a..." (See appendix 1). In order, that learners could contextualize the real object with the sentence. For instance, T: what is this? (Showing a pencil), S: it is a pencil.

Furthermore, in the same lesson the teachers employed the use of technology, which was useful in view of the fact that the students showed entertained and draw's their attention. Moreover, the teachers played a song related to the school supplies in which the pupils were showed concentrated and they could memorize some words and structures of the sentences. Whole the learning strategies employed in the classroom were suitable in view of the fact that these were helpful with the purpose to carry out dynamic and diverse lessons.

Students' responses

Strengths

During the implementation of this classroom project "Teaching Grammar Inductively to Primary School Learners", the learning process was developed step by step. This means that at the beginning of the lessons students were very quiet, shy and unwilling to participate in the activities proposed for the sessions. Sometimes they seemed insecure and uncomfortable when the teachers talked in English. If students needed something, such as the instructions for an activity, they preferred to ask their classmates and avoid the teachers. This situation occurred

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possibly since it was a new experience for the learners regarding new teachers talking in English, and students' English level proficiency was low. After some classes, the practitioners and the observer could identify some positive changes in the learners' attitude at the time to participate in the classes. The main reason was because the teachers and the learners could construct a suitable rapport. In that way, they could feel more comfortable and enthusiastic to take part in the class. According to Frisby & Martin (2010, pp. 146-164), building rapport can have positive effects on the classroom environment. It can minimize anxiety, increase student participation, structure and encourage social interaction, foster a positive environment and increase learning.

Regarding students' talking time, usually, the teachers led the classes in talking time considering that the learners belong to the second grade in primary school and their English level was very low. However, the teachers encouraged students to participate in English, use some expressions such as "Teacher can I go to the bathroom, my name is... ,please" "thank you", "please", greetings (hello- good morning- bye -how are you?) answer the attendance list (here - me - it is not here) etc.

The facilitator tried to keep the classes student-centered most of the time although the learners had very low level of English; this is a relevant factor in order to create what McKinney (2006, pp. 15-24) defines as active learning. It means that the teachers used games and activities which the author defines as active learning techniques, in which gave the learners the opportunity to take a central role in the classroom. In that way, the learners showed motivation when they participate in different activities and games such as singing songs, playing games (competitions writing on the board, whispering game, hangman), making a crossword puzzle,

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doing kinesthetic activities. Hence, the students raised their hands to answer, ask a question about previously taught lessons, participate in teamwork activities; also, they tried to imitate the English pronunciation of the educators. Thus, the learners were active; they expressed their knowledge using mimics, gestures, sounds and mentioning correct words and expressions in English.

Challenges

It is important to mention some of the affective factors that students presented during the implementation. As an illustration, learners were so anxious in the first classes due to the fact that they were not accustomed to listening to an entire class in English; they were also scared about the questions that implementers asked to them. In addition, sometimes learners seemed unmotivated in class nonetheless, the facilitators inquired and they discovered that the classes were not the problem. These problems were external factors that affected students' responses in the classes. On the other hand, learners seemed enthusiastic and interested about the classes during the development of the implicit grammar in view of the fact that the materials, activities, and games were engaging and attractive for them. The students' attitude was positive regarding the materials and games used, and they enjoyed of these. In other words, they were acquiring some grammatical structures such as verb to be, pronouns, adjectives, verbs etc. unconsciously while they were playing.

Linguistic outcomes

Strengths

In the second stage which was formative assessment, teachers collected all the activities developed by the learners. At times, some students showed considerable progress, since they participated actively in the review activities and they applied the topics learned in each game or activity. For example, during an activity on the board, the teacher mentioned some verbs and students had to write them. The positive aspect was that some students wrote these verbs with pronouns in present simple tense and using the rule of the “S” in the third person (she listens...)

Challenges

The procedure of assessment was focused on grammar and it was given two times during the implementation of this project. In the first stage, the learners were given a diagnostic oral test in order to provide the teachers an overall idea about the pre-knowledge. In this assessment, the teacher realized that students had very low level of English. In addition, it was difficult to develop some activities because few students did not follow instructions properly it. In other words, some students were willing to make the activities, they developed quickly and carelessly.

Conclusions

The conclusions which were obtained in this classroom project will be explained during this section. The most relevant achievement in this project was that students were encouraged to learn the language inasmuch as the use of different materials as cartoons, songs, and games engaged students.

Concerning the strategies used in the implementation of this classroom project, it is relevant to mention that young learners have a natural instinct to play and it is useful in terms of teaching inasmuch as teachers can take advantage of this planning and integrating into their class enjoyable games, songs, cartoons, and activities. Playing games in the classroom increases students' interest and motivation to take part in the class, but it is important to highlight that these games have to be related to the language being learned, and “act as a pivot point to more genuine communication” (Bourke 2006, p. 281).

It is probably true to say that at primary school level the children's capacity for conscious learning of forms and grammatical patterns is still relatively undeveloped. In contrast, all children, whether they prefer to “sort things out”, bring with them an enormous instinct for indirect learning (Halliwell, 1992, p. 5). As an illustration, some students demonstrated a significant progress due to the fact that they participated actively and made the worksheets correctly using suitably present simple tense.

Regarding professional growth, it is a challenge teaching to young learners inasmuch as their attention's level is low; therefore, the teacher should plan short activities or worksheets to maintain students' attention and concentration. According to Sulich (2004, p. 35), a teacher should prepare a variety of activities in order to motivate, engage students; also, it helps to keep the discipline. It is necessary that teachers know about sociology, psychology, and pedagogy and also learn a lot from their experience with students in order to achieve aims. Considering that the success in learning depends on the social context, the use of the material and the way in which it will be taught.

Teachers realized during the implementation that it was useful and significant to employ implicit ways to teach grammar; however, it was necessary to use deductive methods in some cases. That is to say, it is helpful to use both ways to teach grammar, implicit and explicit approaches. According to Brown (2000), children implicitly learn some features of the language as phonological, syntactical, semantic, pragmatic rules for language, but they do not have access to an explanation of those rules explicitly. As an example, a child can speak and write correctly using the present tense in English, but he does not have idea about the grammatical rule which he is using.

Finally, grammatical rules can be taught inductively or deductively, since some topics are more pleasing in a deductive way while others can be learned satisfactorily through an inductive approach. To sum up, both deductive and inductive approaches can be applied depending on certain aspects as the cognitive style of the learner, and the language structure presented

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(Eisenstein, 1987; Brown, 2000). In addition, teachers can encourage the learners to discover the rules by themselves without teacher's help, and then when they discover it, the teachers can strengthen the rule avoiding a wrong conclusion about it. Brown (1972) affirmed that some degree of both inductive and deductive learning is necessary, "Both types of learning can lead to boredom and failure: our deductive explanations are often too long, abstract and unclear; our classroom discussions sometimes center about one small detail which interests only one or two students" (p. 267). He also suggested, "Our carefully planned inductive drills lack that bit of zest that is needed to keep things lively and fresh". (Brown, 1972, p. 267)

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Appendices

Appendix 1

Lesson Plan and reflection #1



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Licenciatura en Lengua Inglesa

LESSON PLAN



Date of the class: April 03, 2016	Class Number: 1
AIM: At the end of the lesson the learners will be able to: recognize the school supplies using the verb TO Be	
Estándares Básicos de Competencias (MEN): Estándar General: Recorro frecuentemente a mi lengua materna para demostrar comprensión sobre lo que leo o me dicen Estándares Específicos ESCUCHA: Comprendo canciones, y rondas infantiles, y lo demuestro con gestos y movimientos. LECTURA: Reconozco y sigo instrucciones sencillas, si están ilustradas. ESCRITURA: Escribo nombre de elementos que reconozco en una ilustración MONÓLOGOS: Recito y canto canciones que comprendo, con ritmo. CONVERSACIÓN: Respondo a preguntas sobre objetos (school supplies) de mi entorno. Indicadores de logro: ESCUCHA: Escucha y pronuncia vocabularios básicos (school supplies) aprendidos en un segundo idioma a través de rondas infantiles LECTURA: Identifica a través de imágenes oraciones sencillas	

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ESCRITURA: Reconoce y escribe palabras mediante ilustraciones			
MONOLOGOS: Reconoce los school supplies en Ingles a través de canciones infantiles			
CONVERSACION: Reconoce y nombra en Ingles objetos del salón de clase			
Assumed Knowledge: The students are supposed to know some vocabulary of greetings, personal presentation			
Materials: Computer, video beam, videos of songs, worksheets, Realia in the classroom, slides			
DAY/STAGE/ E/ ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
*warm up: 9:45 to 9:50 ENGAGE: 9:50 to 10 :05 STUDY: 10:05 to 10:30 10:30 to 10:35	<p>Teachers will call to attendance list in order to know the missed learners.</p> <p>Teachers will greet to learners putting in practice the previous class. For example, "hello, good morning, how are you?" Showing the flashcards that there are in the classroom.</p> <p>Then, the teachers will present some slides of school supplies, showing each school object in each slide (pencil, eraser, sharpener, ruler, etc)</p> <p>Teachers will present these slides with the sentence "it is a pencil" and with an illustration, saying the learners "repeat and write in your notebook" performing mimics and gestures.</p> <p>After, teachers will show a song video related with the school supplies. For example, the teacher will sing the song and do the mimics "the sharpener" and use her/ his hand to make this</p>	<p>It is important to highlight that these are new vocabulary for them. For this reason it is fundamental use a meaningful body language,</p> <p>if they do not understand the vocabulary it is necessary perform</p>	

TEACHING GRAMMAR INDUCTIVELY TO SECOND GRADERS

<p>10:35 to 10:55</p> <p>10:55 to 11:20</p> <p>ACTIVATE 11:20 to 11:35</p>	<p>action, and the learners repeat this.</p> <p>Afterward, teachers will provide a worksheet which consists in to match pictures of school supplies with the corresponding sentence. It means the picture of a sharpener with the sentence it is a sharpener. So the learners will have to do that and will paint the pictures. While the students are working the teachers will monitor the learners and when some pupils ask for help they show the realia (pencil, notebook, etc) and will ask what is it? If the learners answer in Spanish the teachers could say in English the sentence, showing the object “it is a”</p> <p>When the students will finish the first worksheet, the teachers will provide another activity. This consists in join the dots of pictures. In this case, a pencil and a scissor. Each picture with the sentence it is a....., and the learners will have to write the name of the object in English. While the learners are performing this activity, the teachers will play a song about school supplies in order to the learners listen whereas they are working.</p> <p>In the last part of the class, the teachers will give a crossword in which the learners will have to find some vocabulary of school supplies.</p>	<p>mimics and gestures</p>	
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</p> <p>The learners who do not finish the last activity have to performing this, in their home.</p>			
<p>Reflection #1</p> <p>This report expose some meaningful aspects of a English class in a second grade, the positive aspects in the implementation, what it is necessary to improve, and the factors that the teachers could perform</p>			

different for the next classes.

The class started with a brief review of the previous class, regarding to the greetings, asking someone "what is your name", and the attendance list with the same response of the last class, with the use of mimics and gestures in order that learners reminded

In this session the class consisted in school supplies, the lesson started presenting slides on PowerPoint of some objects such as pencil, eraser etc, with the spelling. Immediately, the learners identified the objects and they said the name of the element in their mother tongue. In that way, the teachers presented the pronunciation and put repeating the students (it is a pencil). Moreover, it was very interesting the reaction of the learners when they observed the use of technological devices, students were entertained and fascinated and payed attention to explication to the colorful slides. It is generally said that students like the language class when teachers use different audio-visual materials because it motivates them to pay more attention in the class and they can relate their learning with their real life (Çakir, 2006, pp.67).

Furthermore, another important aspect was the use of realia due to the fact that the teachers showed a pencil and ask what is it? And some of them answered in the target language and other in their mother tongue. Chiarantano (2005) stated that using realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes cultural understanding.

Besides, the teachers presented a song video related to the topic and they sang and performed mimics for instance "the pencil", they took a pencil and did the mimic of to write and some students repeat the same action. Thereby, it is significant to highlight that the songs for the learners were so attractive for them, like the previous class and this, they enjoyed of the songs because they sang, made mimics, and danced with the rhythm. According to Freeman (2000), songs are useful for making the learners comfortable in speaking and evoking positive emotions "music reinforces the linguistic material".

To regard to the worksheets the learners, made the activities in an adequate inasmuch as they were concentrate, attentive and enthusiastic about understanding and learning of the topic. In the same way, during the performing of the activities they were listening some song related to school supplies.

On the other hand, the negative aspects were few. For instance, some learners' attempted creating disorder in the classroom, however, the teachers showed authority and sometimes saying that if they continue in that way they having a bad grade and it was the solution. Likewise, some activities were

difficult for some learners and they spent a lot of time, in this situation the teachers explained the activities with more examples, mimics and gestures.

To conclude, it was one of the most satisfactory classes due to the fact that the students were very active and motivated in their learning process. In the same way, the importance of visual and audio aids, technological devices in order to create a learning environment more attractive, dynamic and creative.

Appendix 2

Lesson Plan and reflection #2



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Licenciatura en Lengua Inglesa

LESSON PLAN



Licenciatura en Lengua Inglesa

Date of the class: April 06, 2016	Class Number: 2
AIM: At the end of the lesson the learners will be able to recognize the pronouns (I, you, he ,she) and use the verb like	
Estándares Básicos de Competencias (MEN): Estándar General: Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo Estándares Específicos: Escucha: Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. Lectura: Relaciono ilustraciones con oraciones simples. Escritura: Escribo el nombre de elementos que reconozco en una ilustración. Monólogos: Uso gestos y movimientos corporales para hacerme entender mejor. Conversación: Participó activamente en juegos de palabras y rondas. Indicadores de logro: Escucha: escucha y sigue instrucciones en actividades utilizando los pronombres. Lectura: observa imágenes relacionadas con oraciones simples usando el pronombre (I) y el verbo “Like”. Escritura: escribe oraciones simples usando el pronombre (I) y el verbo like basándose en ilustraciones. Monólogo: participo en actividades lúdicas utilizando mis manos para expresar los pronombres. Conversación: expresa los pronombres a través de juegos.	

TEACHING GRAMMAR INDUCTIVELY TO SECOND GRADERS

Materials: Cardboards, markers, worksheet, flashcards,			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
<ul style="list-style-type: none"> WARM UP <p>9:45 to 9:55</p> <p>ENGAGE:</p> <p>9:55 to 10:05</p> <p>STUDY:</p> <p>10:05 to 10:15</p>	<p>Teachers will greet the learners using gestures "fine, so or bad" and will call the attendance list. The teachers will make a short review of the previous class in order to continue with the next activity.</p> <p>Then, the teachers will implement a game about the pronouns " he" and "she" in which they will use two pieces of cardboard (pink and blue) is written pronouns he and she and will put it on the floor in line form and the learners will organize regarding to pronoun that they belong for example: Carolina - she, forming two rows. Then, they will sit down on the floor and the teachers will say "she or he" and when he or she mention the pronoun they will have to stand up, for example, the teacher will say "she" all the girls will stand up and vice versa and the teachers will present some examples before to start with the activity.</p> <p>After, teacher will write the pronouns (I, you, she, he,) on the board and they will explain with gestures, mimics and a colorful cardboard with pictures these pronouns more deeply. And the students will write on their notebook.</p> <p>Later, teachers will implement another game using the pronouns; the learners will sit down on the floor</p>		

TEACHING GRAMMAR INDUCTIVELY TO SECOND GRADERS

<p>10:15 to 10:25</p> <p>ACTIVATE: 10:25 to 10:40</p>	<p>in a circle way, the teachers will explain the instructions of the game. They will have to say the pronouns "I, you, he, she" pointing the person that corresponding the pronoun. For example, "I" point myself, first in a slow way until a fast way.</p> <p>After this activity, the teachers will provide a worksheet in which the learners will have to write a simple sentence using the pronouns I and the verb "to like" that they saw in the previous class, using some images (rabbit, cats etc) with their names, they will have to choose one element and will build a sentence, In the same way, they have some examples and the teachers will explain the activity.</p>		
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EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**REFLECTION #2**

purpose of this reflection is to comment the most relevant aspects during the implementation of an English class in a second grade such as positive and negative facts and what it is important to enhance for next classes.

first place, the positive aspects in the implementation of the class was the nice energy of the students due to the fact that they were dynamic, enthusiastic and motivated performing the last game, they enjoyed participating, perform the mimics and gestures and pronounce the pronouns in a rhythmical way. Furthermore, the voice projection and the eye contact were appropriate and the learners could realize when the teachers changed the voice tone, and stare them. Additionally, the materials (flashcards - cardboards) were colorful and attracted the students' attention. Moreover, most of the class, the use of English was presented and the teachers tried to foster the L2 in the students, putting repeat some expression, and practice the pronunciation. In this way, the students showed understanding of the topic, developing the worksheet satisfactorily.

vertheless, there were some negative aspects that is important to enhance for the next class, one of them, was the first time inasmuch as some of the learners were creating disorder, making noise, talking with their classmates, some other were fighting, this activity looked like a complete disaster. For this reason, was necessary to talk in L1 in loud voice, and show disagreement face expression and gestures. As Evertson and Weinstein (2006) state, teachers should be able to use

TEACHING GRAMMAR INDUCTIVELY TO SECOND GRADERS

appropriate interventions to assist students with behavior problems. In spite of this situation, the activity was accomplished. Due to this, the activity required more time of what had been established.

In conclusion, it is necessary to implement some strategies for this kind of situation mentioned above, such as the use of badges for undisciplined learners, call the students by their names, keep silence and use of inconformity expressions and sometimes it is necessary the use of the mother tongue in order to control the pupils. The classroom management is a complex issue and it is fundamental to show security and authority with the purpose that students respect the class.

Appendix 3**Lesson Plan and reflection #3**

UNIVERSIDAD TECNOLÓGICA DE PEREIRA

Licenciatura en Lengua Inglesa

LESSON PLAN



Licenciatura en Lengua Inglesa

Date of the class: April 11, 2016	Class Number: 3
AIM: At the end of the lesson the learners will be able to describe some wild animals using some adjectives.	
Estándares Básicos de Competencias (MEN): Estándar General: Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo y uso Estándares Específicos Escucha: Comprendo descripciones cortas y sencillas de objetos Lectura: Relaciono ilustraciones con oraciones simples. Escritura: Escribo el nombre de lugares y elementos que reconozco en una ilustración. Monólogos: Describo algunas características de animales. Conversación: Participó activamente en juegos de palabras y rondas Indicadores de logro: Escucha: Comprendo descripciones sencillas sobre algunos animales salvajes Lectura: Relaciona ilustraciones de animales con oraciones sencillas de sus descripciones Escritura: Escribe oraciones sencillas sobre algunas características de los animales Monólogos: Menciona características de algunos animales salvajes.	

TEACHING GRAMMAR INDUCTIVELY TO SECOND GRADERS

Conversación: Participa en juegos de palabras sobre animales salvajes			
Assumed Knowledge: some pronouns, and some domestics animals			
Materials: Board, markers, worksheet, flashcards			
DAY/STAGE/ ACTIVITY/TI ME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
WARM UP 10: 00 to 10:10	Teachers will greet the students and will call the attendance list. Then, they will implement an activity in order to review the previous class in which the learners will have to guess the animals, for instance, the pre- service teachers will perform some mimics and sounds of domestic's animals and the learners will guess the animals.		
ENGAGE 10:10 to 10: 15	Then, the teachers will present the topic for the class, which is about wild animals. They will show some flashcards about it and will say their names and the teachers will put to practice the learners pronunciation.	The learners could not know the name of animals in English	
STUDY 10:15 to 10:35	The teachers will show the animals on the board with the corresponding adjective use showing some examples and mimics. For instance, the giraffe is tall. In the same way, teachers will present the adjectives in order to describe the animals (tall- big - fast - strong).	Teachers will mention in English.	
ACTIVATE 10:35 to 10: 55	Afterward, teachers will provide to the learners a worksheet about complete sentences using adjectives, in order to describe the wild animals.	the learners could not understand the instructions, so	

TEACHING GRAMMAR INDUCTIVELY TO SECOND GRADERS

		teachers will provide more examples and will perform more gestures and mimics.	
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EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

The learners will do a crossword puzzle about illustrations of wild animals

REFLECTION #3

The purpose of this reflective essay is to identify and comment some relevant aspects of an English class of a second grade such as the positive features, what it is necessary to enhance, and the factors that the teachers could perform different for the next classes

Some positive aspects to highlight about the implementation were the use of the materials such as the colorful pictures which attracted the attention of learners. Besides, the voice projection was strong, the body language and the use of mimics and gestures were successful due to the fact that the learners felt motivated and enthusiastic at the time to participate and infer about the meaning of it. According to Teiller (2004) "hand gestures, facial expressions, body movements, etc can either mime or symbolize something and they truly help learners to infer of the verbal, providing that they are unambiguous and easy to understand". Furthermore, the use of the board was very useful in view of the fact that the learners took part writing the correct words on it, the learners showed secure and confident participating on class showing a good attitude, greetings and saying some expressions and words in English. Thereby, the pupils were attentive the explication of teachers, showing comprehension of the topic, developing the worksheet suitably. Likewise, the vast majority of time, the English was presented in the classroom, and the mother tongue was used just for some few words and instructions.

However, there were some aspects that could have been improved. One of them was the use of the time since some activities took too much time, and at the end, some learners did not finish the worksheet in the classroom, another aspect that affected the implementation was the indiscipline of some learners inasmuch as they were distracted the other students.

Finally, the teachers could perform different for the next class; it is the time management in order to finish the last activities of the class, and use several strategies for the indiscipline of some students.

It is the organization of the layout. It means, put the chairs in horseshoe way in order to control some distracted learners and try to maintain their attention, moving around of the classroom with the purpose that whole group participate. Additionally, control the time management to finish the last activities of the class.

Appendix 4**Lesson Plan and reflection#4****UNIVERSIDAD TECNOLÓGICA DE PEREIRA****Licenciatura en Lengua Inglesa****LESSON PLAN**

Date of the class: April 18, 2016	Class Number: 4
AIM: At the end of the lesson the learners will be able to describe some physical appearance of people using some adjectives.	
Estándares Básicos de Competencias (MEN): Estándar General: Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo y uso Estándares Específicos Escucha: Comprendo descripciones cortas y sencillas de objetos Lectura: Relaciono ilustraciones con oraciones simples. Escritura: Escribo el nombre de lugares y elementos que reconozco en una ilustración. Monólogos: Describo algunas características de animales. Conversación: Participó activamente en juegos de palabras y rondas Indicadores de logro: Escucha: Comprende descripciones sencillas sobre algunos animales salvajes Lectura: Relaciona ilustraciones de animales con oraciones sencillas de sus descripciones	

TEACHING GRAMMAR INDUCTIVELY TO SECOND GRADERS

<p>Escritura: Escribe oraciones sencillas sobre algunas características de los animales</p> <p>Monólogos: Menciona características de algunos animales salvajes.</p> <p>Conversación: Participa en juegos de palabras sobre animales salvajes</p>			
<p>Assumed Knowledge: some pronouns, and some domestics animals</p>			
<p>Materials: Board, markers, worksheet, flashcards</p>			
DAY/STAGE/ ACTIVITY/TI ME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
<p>WARM UP 10: 00 to 10:10</p>	<p>The teachers will greet the students and the teachers will call the attendance list. Then, they will implement an activity in order to review the previous class in which the learners will have to guess the animals, for instance, the pre- service teachers will perform some mimics and sounds of domestic's animals and the learners will guess the animals.</p>		
<p>ENGAGE 10:10 to 10: 15</p>	<p>Then, the teachers will present the topic for the class, which is about wild animals. They will show some flashcards about it and will say their names and the teachers will put to practice the learners pronunciation.</p>	<p>The learners could not know the name of animals in English</p>	
<p>STUDY</p>	<p>The teachers will show the animals on the board with the corresponding adjective use showing some examples and mimics. For instance, the giraffe is tall. In the same way, the teachers will present the</p>	<p>The teachers will mention in English.</p>	

TEACHING GRAMMAR INDUCTIVELY TO SECOND GRADERS

<p>10:15 to 10:35</p> <p>ACTIVATE</p> <p>10:35 to 10: 55</p>	<p>adjectives in order to describe the animals (tall- big - fast - strong).</p> <p>Afterward, the teachers will provide to the learners a worksheet about complete sentences using adjectives, in order to describe the wild animals.</p>	<p>The learners could not understand the instructions</p> <p>The teachers will provide more examples and will perform more gestures and mimics.</p>	
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</p> <p>The learners will do a crossword puzzle about illustrations of wild animals</p>			
<p>REFLECTION #4</p> <p>The purpose of this reflection is to identify and comment some relevant aspects of an English class of a second grade such as the positive features, what it is necessary to enhance, and the factors that the teachers could perform different for the next classes</p> <p>Some positive aspects to highlight about the implementation were the use of the materials such as the colorful pictures which attracted the attention of learners. Besides, the voice projection was strong, the body language and the use of mimics and gestures were successful due to the fact that the learners felt motivated and enthusiastic at the time to participate and infer about the meaning of it. They can either mime or symbolize something and they truly help learners to infer of the verbal, providing that they are unambiguous and easy to understand. Furthermore, the use of the board was very useful in view of the fact that the learners took part writing the correct words on it, the learners showed secure and confident participating on class showing a good attitude, greetings and saying some expressions and words in English. Thereby, the pupils were attentive the explication of the teachers, showing comprehension of the topic, developing the worksheet suitably. Likewise, the vast majority of time, the English was presented in the classroom, and the mother tongue was used just for some few words and instructions.</p> <p>However, there were some aspects that could have been improved. One of them was the use of the time since some activities took too much time, and at the end, some learners did not finish the worksheet in the classroom, another aspect that affected the implementation was the indiscipline of some learners inasmuch as they were distracted</p>			

the other students.

Finally, some of the important aspects that the teachers could perform different for the next class; it is the organization of the layout. It means, put the chairs in horseshoe way in order to control some distracted learners and try to maintain their attention, moving around of the classroom with the purpose that whole group participate.

Appendix 5**Lesson Plan and reflection # 5**

UNIVERSIDAD TECNOLÓGICA DE PEREIRA

Licenciatura en Lengua Inglesa

LESSON PLAN



Date of the class: April 28, 2016	Class Number: 5
<p>AIM: At the end of the lesson the learners will be able to describe some physical appearance, using the adjectives mention the school supplies and the use of some pronouns</p>	
<p>Estándares Básicos de Competencias (MEN):</p> <p>Estándar General: Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo y uso</p> <p>Estándares Específicos</p> <p>Escucha: Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor</p> <p>Lectura: Relaciono ilustraciones con oraciones simples.</p> <p>Escritura: Escribo el nombre de elementos que reconozco en una ilustración</p> <p>Monólogos: Uso gestos y movimientos corporales para hacerme entender mejor.</p> <p>Conversación: Participó activamente en juegos de palabras y rondas</p> <p>Indicadores de logro:</p> <p>Escucha: Comprende instrucciones para realizar actividades propuestas en clase (hangman, guessing mimics and gestures)</p> <p>Lectura: Relaciona ilustraciones de personas con oraciones sencillas de sus descripciones</p> <p>Escritura:</p>	

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Escribe en oraciones sencillas el school supply de acuerdo a la imagen			
Monólogos:			
Usa imitaciones y mímicas para describir apariencias de personas, algunos school supplies y pronombres			
Conversación:			
Participa en juegos de palabras sobre algunas apariencias físicas de las personas			
Assumed Knowledge:			
some pronouns, adjectives, school supplies			
Materials:			
Board, markers, worksheet (evaluation)			
DAY/STAGE/ ACTIVITY/TI ME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
WARM UP 10: 00 to 10:10	The teachers will greet the students and the teachers will call the attendance list.		
ENGAGE 10:10 to 10: 15	Then, the teachers will implement a game in order to review the previous classes, which is hangman and some learner could participate on the board.	The learners will not remember the previous topics	
STUDY 10:15 to 10:30	Then, the teachers will implement a review of the previous lessons and topics (school supplies, adjectives and pronouns) in order to active the pre-knowledge of the students, using some kinesthetic activities such as, perform mimics and gestures (first, the adjectives and then, school supplies). Finally, the pronouns.	The teachers will provide the adequate examples.	
ACTIVATE 10:30 to 11:00	Afterwards, to present the review of the previous topics , the teachers will explain the step by step of the evaluation and they will provide it to each student	The teachers will provide simple and clear instructions	

Reflection #5

The purpose of this reflective essay is recognize and highlight the positive aspects in the implementation during English class, what it is necessary to improve and the factors that the teachers could perform different for the future classes.

It is relevant to highlight some important aspects during the implementation some of them, was the use of some different strategies such as the use of rows layout, establish different rules during development of the evaluation and it was successful due to the fact that it was possible create a learning environment more disciplined and organized in this session . Furthermore, in the review of the topics using games, the learners participated; they were engaged and interested in the class. Additionally, it was significant the way in which the students reminded some topics, the vocabulary, the structure of the sentence and the pronunciation because it showed a progress in the language learning process. Besides, the vast majority of the time, the class was performed in English but it was necessary to talk in the mother tongue for clarify some instructions and the time management was appropriate for each stage and the lesson were well-paced.

However, during the implementation there were some factors that affected the development of the class one of them was the disruptive behaviors of some students which sought to call their classmates' attention, making noise and, creating disorder. Regarding to Erikson (1993) some children find they can gain the attention of others by anti-social behavior (e.g., being impatient or angry) rather than by social behavior. Thereby, it was necessary to talk in the mother tongue, call the students by their names and establish the ground rules for the lesson and the evaluation. According to Kyriacou (1997) Establishing clear rules and expectations in regard to classroom behavior, this is a crucial aspect of pre-empting misbehavior. This also can help new teachers, especially student teachers, establish their authority as well. (Kyriacou, 1997, p. 125).

To conclude, this lesson was successful in spite of the drawbacks which were presented in the classroom and it is necessary to continue using the strategies to control the indiscipline of the learners such as establish the ground rules, call by their names, give the bad and positive points, etc, and implement other techniques and strategies .

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Appendix 6**Observation Format**

Class: 7 No of learners: 30 Age of learners: 7 to 10

Date: 11/04/2016- Length of class: 2 hours

Name of the school: Sur Oriental Sede San Luis

Aim of the lesson: At the end of the lesson the learners will be able to identify some domestic animals and use like and I do not like.

Observer's name: Alexandra Castro

Pre-service teacher observed: Santiago Rico – Carolina Gomez

CRITERIA	YES	NO	NA	EVIDENCES
CLASS STAGES				
Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?	✓			During the introduction, teachers used different strategies such as mimics, gestures and sounds of animals in order to activate learners' pre-knowledge and they guessed which animal correspond.
Does the student-teacher model the task/activities that learners will do during the practice stage?	✓			The teachers provided examples about the different worksheets in the class. * The first activity was to write simple sentences about the animals that they like and do not like showing some pictures of animals (Dog- cat- mouse- cow –pig- horse). The teachers performed some mimics and said "I like I do not like..... Showing face of affirmative and negative in order to get better comprehension. * The second activity was a crossword in which they had to find some animals' names. Furthermore, they had to complete the words for example, c__t (cat).
Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?	✓			The previous lesson was about the verb like and pronouns. For this reason, it was easier for the learners to recognize the negative form of the verb like (I do not like). In the same way, the learners identified some pronouns of the previous class in this case the pronoun "I".
Does the student-teacher give clear instructions for tasks/activities to the learners?	✓			The teachers tried to use simple instructions through commands, also they asked for someone to explain again the instructions in their mother tongue in order to check understanding.
Are the teaching resources well prepared and helpful?	✓			It was possible to observe that the teachers used well prepared materials in view of the fact that the PowerPoint presentation and illustrations were according to the topic, appropriate for the learners' age. In the same way, these were colorful and attractive; also, the activities were adequate for the level of the learners.

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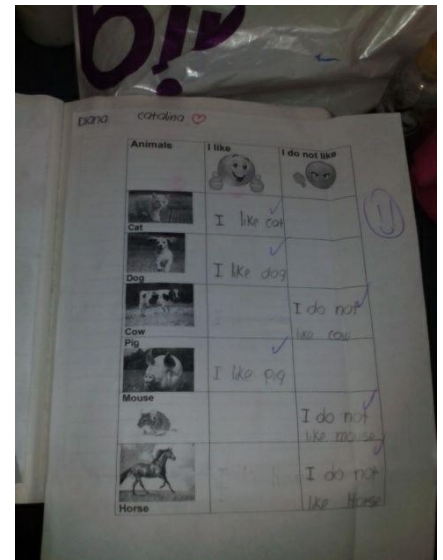
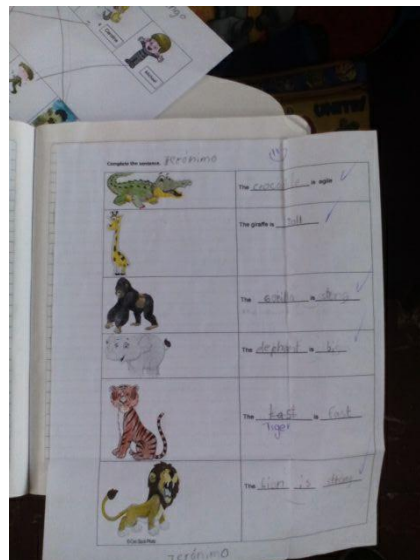
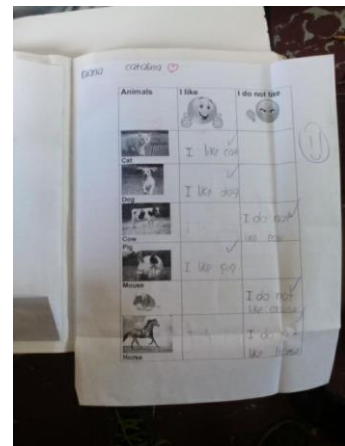
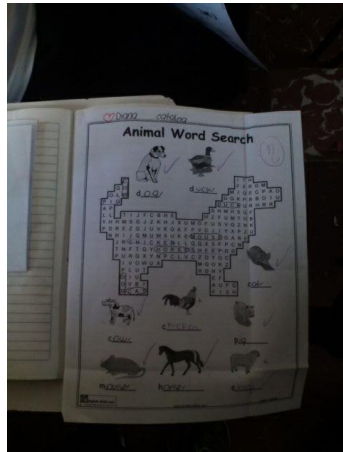
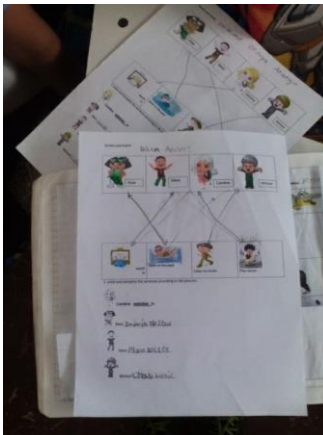
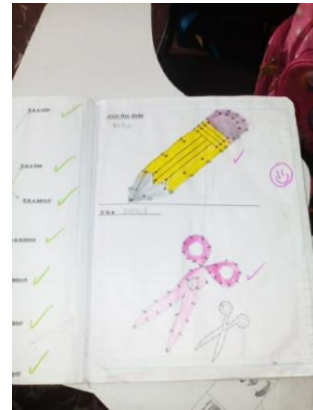
Does the student-teacher check learners' comprehension of the new topic of the lesson?	✓			The teachers asked some students about what animals they like, and they answered with a simple sentence "I like Dog", also some others participated writing the sentences in the whiteboard.
Do learners participate actively in the class?	✓			The learners felt motivate to participate when they had to pass in front of the class writing sentences or drawing. Furthermore, they enjoyed the guessing and kinesthetic games.
Are ground rules clearly established?	✓			It was possible to observe in the class that the teachers have established some ground rules. Additionally, the ground rules are pasting on the wall with colorful pictures, so when any student has a bad behavior, the teachers point out the rules in order to remind them.
Are the stages well-paced?	✓			The teachers implemented all the activities according to the topic. The class was smooth that is moving from an activity to other following a sequence.
Does the student-teacher manage time appropriately?	✓			The teachers used time management in a properly way inasmuch as they tried to identify when the learners need more time to finish or develop an activity.
Does the student-teacher provide enough time for the learners to participate?	✓			When the learners were motivated to participate in any activity, the teachers gave more time for it.
Does the student teacher use different strategies to grouping learners?			✓	In this session, the teachers did not use grouping activities because it is difficult working with grouping techniques in young learners. Therefore, they implement activities with the whole group.
Does the student-teacher manage disruptive behavior appropriately?	✓			The teachers used a strategy that consisted on writing on the board two faces the (happy face and sad face), so they gave the students one of them according to learner's participation and behavior.
Are the standards to teach English appropriately included in the lesson planning?	✓			The teachers chose the standards from Guía 22' standards to make their lesson plan format according to the learners' level.
Do learners show progress in the language learning process?	✓			It was possible to evidence that the learners have shown progress in their second language in view to the fact that they took part using simple phrases in English.
Does the student-teacher provide a relaxing atmosphere to his class?	✓			The teachers used several strategies to make the class more comfortable; also they used games, technology in order to make the class more engaged for the learners.
Does the student-teacher use strategies to fulfill the	✓			The teachers used some strategies regarding the different learning styles such as, colorful

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learners needs based on their learning styles?			flashcards and pictures for visual students, games, whispering game, imitation of animals for kinesthetic learners, sounds, and video for auditory and visual learners too, an activity of filling the gaps, writing for logical students.
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Appendix 7
Evidence



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