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**Analysis and evaluation of grammar teaching
techniques in a Primary Education classroom**

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Resumen: La gramática es sin duda una de las partes más importantes de la enseñanza de la lengua extranjera en los colegios. El objetivo de este estudio es analizar y evaluar la metodología empleada por un maestro de Primaria en su aula siguiendo los modelos didácticos vigentes en la literatura y ofrecer propuestas de mejora destinadas a optimizar la enseñanza de la gramática en el contexto descrito. Mi propósito personal era testar mi hipótesis inicial de que la enseñanza de la gramática no ha cambiado lo suficiente y que los ejercicios prácticos escritos de la gramática son todavía habituales y no un recurso puntual.

Para este análisis he empleado datos cualitativos y cuantitativos obtenidos mediante la realización de notas de campo, al análisis de materiales que son usados por los alumnos, un cuestionario dirigido a los estudiantes y una entrevista final con el profesor sobre los aspectos clave de su metodología de enseñanza de la gramática.

Los resultados han confirmado que existe una falta de tareas con un enfoque comunicativo, las actividades no están a menudo contextualizadas y los alumnos no responden a las preguntas de una forma personalizada. Como consecuencia, la metodología empleada no es adecuada para fomentar la adquisición de la gramática de la L2 con alumnos de Educación Primaria.

Abstract: Grammar is without any doubt one of the most important parts of L2 teaching at schools. The aim of this study is to analyze and to evaluate the methodology utilized by a Primary Education teacher with his classroom, following the current didactic models in the literature and to offer improvement proposals with the purpose of optimizing the grammar teaching in the described context. My personal objective was to test my initial hypothesis, which was that the teaching of grammar had not changed enough and that written practice exercises of it are still habitual and not an exceptional resource.

For this analysis, I have used qualitative and quantitative data obtained from the fulfilment of the field notes, the analysis of materials which are utilized by the students, a questionnaire aimed to the learners and a final interview with the teacher about the key aspects of his methodology when teaching grammar.

The results show that there is a lack of tasks with a communicative approach, the activities are not often contextualized and learners do not answer them in a personalized way. Consequently, the utilized methodology is not adequate to promote L2 grammar acquisition with Primary Education learners.

Palabras clave: Gramática, análisis, materiales, explícita, implícita, deductiva, inductiva.

Keywords: Grammar, analysis, materials, explicit, implicit, input, deductive, inductive,

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Introduction

This work attempts to provide a detailed study of the different factors related to the teaching of L2 grammar in a local Primary classroom. A considerable amount of literature has been published about the best way to teach grammar. There are different points of view about the form in which teachers should teach grammar to develop second language acquisition. As a consequence, it seems reasonable to consider this process as something that teachers should take into account when teaching grammar. Nevertheless, there is not a unique perception about how to promote acquisition. Each author has a different opinion about what is the key factor in this process.

With the purpose of performing my study, I have selected this topic since grammar teaching is considered one of the most relevant aspects of L2 learning when we are talking about academic contexts, especially schools. Taking this fact into account, I decided that, my internship period was going to be a good opportunity to observe how grammar teaching took place. Another goal I could accomplish by observing the working of a classroom was to answer one of my research questions, which was to discover if the grammar teaching had evolved with respect to past years or, in contrast, it was similar to the way of learning grammar a few years ago. An aspect which will be considered during this work is if the teaching of grammar takes place following a communicative approach, in other words, if both the teacher and the materials to be used provide learners with opportunities to produce grammar with a communicative purpose.

I think it is important to say that my initial hypothesis was that I did not expect many changes in the way learners are presented with L2 grammar. Nevertheless, what I did not expect was that written practice of exercises was still an indispensable component of the English lessons instead of a useful resource that can be used whenever the teacher thinks it can bring advantages on learners' learning process. Moreover, I knew that the COVID-19 situation was going to be a factor that could modify some of the daily routines of English lessons. In spite of that fact, I personally believed that more communicative activities were going to be done with 4th grade learners. These are general tendencies at schools and, for this reason, there is an increasing concern over the value of the students' L2 language acquisition and grammar acquisition since learners tend to forget the

grammar aspects which they are taught because they do not use them in contextualized tasks in which learners have to use L2 with the purpose of achieving a clear goal.

The methodology I am going to follow during the realization will consist of different steps. First of all, a search of the different articles that have explained concepts such as the different acquisition theories, the ways of presenting grammar or the roles that a teacher has to accomplish when trying to explain grammar will be done and a selection of all that content will have to be done with the purpose of knowing the most important aspects of the research about the topic we are going to work on. After that, a profound analysis of the working of the classroom I have mentioned will be done, starting with some field notes whose role will consist in giving details about the general development of these kind of grammar lessons.

The analysis of the textbooks which are used during the lessons will be important since learners use them constantly and we have to pay attention to the form in which they present grammar and the kind of exercises they offer in order to practice grammar. Jorge's review photocopies will be scrutinized following the same pattern and we will also see the way in which learners are evaluated, making it clear if there is coherence between the way they learn and the way learners are assessed.

When the analysis of the materials is finished, a questionnaire will be conducted in order to know learners' opinion about the working of the lessons and to know their attitudes towards the subject and their routines when reviewing grammar. Last, an interview with Jorge will be done with the purpose of talking about their teaching techniques and their reasons for what he considers that he is doing a good job when teaching learners.

Finally, a discussion of the obtained data and findings will be included in which we will comment on some suggestions whose purpose are to improve the quality of the teaching, these suggestions will be based on the factors that teachers have to bear in mind when teaching, especially, taking into account that our main purpose has to be to achieve grammar acquisition because, if we do not promote this process, learners are likely to forget our explanations, so the teaching will not be successful.

1. Theoretical and curricular framework.

1.1 How do we acquire a language?

A number of different theories have tried to explain how we acquire the grammar of a language. The traditional position consisted in the notion that the grammar of a specific language was learnt thanks to the teacher's explanation and description of grammatical aspects. Knowing a language only implied an explicit knowledge of its grammar, which was taught in an isolated way without taking into account any other aspect of the language such as the ability to speak correctly. For this reason, this theory is no longer used on these days.

In the 1950's, there was a strong theoretical that support for the idea that language was acquired by forming verbal behaviours. *Skinner (1959)* stated that language was like a behaviour. Consequently, students acquired when they produced a response and they were provided with positive or negative reinforcement. Positive reinforcement was crucial as it led to automatization of the responses. Meanwhile, negative reinforcement was also important as it played an important role since it made it noticeable that more practice was needed in order for the learner to develop his or her competence. Explicit teaching of grammar did not take place in this way of teaching, learners were supposed to acquire the grammar structures by means of drills.

These two theories did not entail a great advance in our understanding of the way that learners acquire an L2. The first theory to do this was the Monitor Model, postulated by *Krashen (1982)*, which consisted of five hypotheses, the first of which stated that second language acquisition took place in an unconscious way when learners were exposed to comprehensible input. It is important to emphasize that Krashen established a difference between two different types of knowledge: learning (explicit knowledge) and acquisition (implicit knowledge).

According to this author, the role of the teacher was to provide pupils with sufficient and comprehensible input. In this way, children could acquire language and they would be able to produce it when they are ready. However, this input did not merely consist of the teacher producing the target language, some conditions have to be taken into account if the goal was the acquisition of the L2. In the first place, that input has to be produced

in a natural context, that is to say, during authentic communication. Moreover, for a student to develop their current competence (i), the teacher must provide them with $i+1$, in other words, the teacher must produce messages containing grammatical or morphological structures that the learner has not acquired yet.

The problem with the $i+1$ hypothesis is that, a real classroom has got many pupils and each of them is likely to have a different interlanguage level. Krashen explained that the solution to this situation is to provide the pupils with input containing a variety of structures since, for example, what is produced by the teacher can be $i+1$ for a learner while for another learner can be $i+4$. Consequently, Krashen claimed that input has to be *roughly-tuned* and not finely-tuned, which means that the teacher does not have to adapt the input to individual level of the learners.

It is also important to emphasize that if the teacher wants their learners to understand his input, he has to follow the “here and now” principle, he should attempt to establish a communication whose topic is related to what learners can actually notice in the classroom environment.

Following Krashen, exposure to natural language results in acquired knowledge, while formal teaching generates explicit *learned* knowledge. Krashen contended that the only function of learned knowledge is helping learners to monitor themselves when they are ready to produce output. It follows from this that acquisition is much more important than learning and it is therefore the process which teachers must try to promote in the classroom.

Krashen’s input hypothesis is not without problems when it comes to its application in a FL classroom, as it requires children to be exposed to input during many hours. This is not possible because standard learners are exposed to English for only 3 or 4 lessons a week. However, the relevance of providing children with comprehensible input during communication is an educational aspect that is still current in the literature and in most FL curricula.

Along the same lines, other SLA models have stressed the relevance of receiving input from the environment in order to achieve language acquisition. However, they have questioned Krashen’s claim that being exposed to comprehensible input was the only thing students needed for acquiring a language. According to *Long (1983)*, a key factor for acquisition is that during communicative interaction the native speaker or the teacher

has to use speech modifications with the purpose of being understood. When interacting, pupils will have to produce in a comprehensible way for the listener, who could be a classmate. As they are learners, it is likely that they have to modify their output by means of negotiations of meaning.

Long's hypothesis is not the only modification of Krashen's initial hypothesis about how we acquire language. Other models have stressed the importance of attention to form in SLA. The concept of "noticing" was first introduced by *Schmidt (1986)*. This author affirmed that "conscious processing is a necessary condition for one step in the language learning process, and it is facilitative for other aspects of learning" (1986: 131). When Schmidt refers to conscious processing, he is talking about the role of attention, short term memory and control versus automatic processing.

It is important to bear in mind that Schmidt, unlike Long, contended that a focus on grammar and accuracy was necessary comprehensible input for acquisition. Schmidt agreed with Krashen in the sense of the relevance of receiving input for acquiring. Nevertheless, while Krashen did not give any importance to the conscious process that interceded when receiving input, Schmidt stated that noticing was a necessary condition for acquisition. Moreover, he also highlighted the difference between two processes: input and *intake*. While input referred to all the amount of information we are being exposed to, intake referred to the structures we notice in that input, the structures, the structures that we are likely to acquire later. Other researchers such as *Faerch and Kasper (1986)* have agreed on the importance of being exposed to input but they also suggested that learners had to use the bottom-up processes focused on grammar and accuracy because we acquired when there is a gap between the teacher's input and the learner's interlanguage and the learner notices the gap, that is to say, comprehensible input is only useful when the learners play an active role and they are interpreting the messages that they receive.

Information Processing Theories described Sla in a totally different way. They claimed that in order to acquire an aspect of the language, for instance, a grammatical aspect, it has to be directly explained. *McLaughlin (1987)* strongly believed that language acquisition was similar to the acquisition of any other skill. For this reason, practice is necessary before learners can acquire the language, if they are not exposed to practice exercises, acquisition will not take place. Additionally, while Krashen made a distinction between two types of knowledge (learning and acquisition), *Anderson (1995)* also

maintained the existence of two types of knowledge: declarative and procedural. Nevertheless, this theory rejected Krashen's opinion about the role of explicit knowledge in acquisition, which will be discussed later.

Krashen's input hypothesis has also been questioned by researchers studying the effectiveness of L2 immersion schools. *Allen, Swain, Harley and Cummings (1990)* set up a study in French immersion classrooms where its learners were previously thought to have excellent results at all categories of L2. These children received a lot of comprehensible input, so it constituted the ideal environment for acquisition according to Krashen. However, these researchers noticed that the learners did not produce long utterances of output, a key aspect for them as pushed output leads learners to produce language with a focus on accuracy. This study challenged Krashen's acquisition theory since it was demonstrated that even with plenty of exposure to comprehensible input, learners were not able to produce output fluently.

1.2 The relationships between two different types of knowledge

A number of models postulate the existence of two kinds of knowledge: explicit knowledge (also called controlled) and implicit (automatic) knowledge. Nonetheless, it has not been emphasized that there are three types of relationship between these two types of knowledge, which has implications regarding the role of explicit knowledge in language acquisition. This connection between explicit and implicit knowledge is named the *Interface issue*.

First of all, the non-interface position was initially promulgated by *Krashen (1981)*, he claimed that the only function of learning (explicit knowledge) was monitoring once we have produced output. Furthermore, he stated that learning knowledge was difficult to use since it can be used only when three conditions coincide: enough time for monitoring, the person who speaks must be focused on form, in other words, he or she has to be focused on being accurate when speaking and this person has to know the rule in order to correct himself. Grammar has to be dealt in an implicit way and learners, through the realization of communicative tasks, will acquire grammar.

In contrast to Krashen's hypothesis, *McLaughlin (1987)* compared the acquisition of language with the acquisition of any other complex skill. In keeping with this idea,

acquiring a language should follow the presentation-practice-production (PPP) pattern, as contended by skill acquisition theory. McLaughlin explained that controlled knowledge (explicit knowledge) has to become automatic (implicit knowledge), to achieve this, we need to be exposed to plenty of practice. After this period of practice, the subject will be able to produce output almost without thinking. He will have reached the *autonomous stage* (O Malley and Shamot, 1990), that is to say, they will have acquired the language. For this reason, according to interface position, explicit knowledge precedes automatic knowledge and is necessary for acquisition. Following this view, learners have to be presented with explicit teaching of grammar as this will be the key to achieve acquisition.

The last point of view about the interface issue is the weak interface position. One of its defenders was Schmidt (1990) who explains that explicit knowledge acts as a facilitator of the development of implicit knowledge. Nevertheless, experts advise teachers not to overload learners with grammatical explanations since if they are not prepared to be exposed to them, acquisition will not be reached. (Ellis and Shintani, 2014).

1.3 What do we mean by teaching grammar?

When we talk about teaching grammar, there are many different positions about the ideal way to do it. Researchers have been trying to provide evidence for the effectiveness of different methodological techniques. Nevertheless, there is still much about how to teach grammar with young learners. Before starting to comment on the different approaches and techniques to teach grammar, it is important to clarify what we mean by teaching grammar.

A seminal definition is provided by Ellis (2008):

“Grammar teaching involves any instructional technique that draw learners’ attention to some specific grammatical form in such a way that it helps them either to understand it meta linguistically and/or process it in comprehension and/or production so that they can internalize it” (p.84).

We have to take into account that this quotation is really broad since it does not make a distinction or specify which is the model or techniques to follow.

1.4 Teachers' role when teaching grammar.

It is relevant to mention that depending on the theory of acquisition, the role of the teacher when teaching grammar is going vary greatly.

Krashen and Long rejected the need to pay any kind of attention to grammar teaching. They support the *zero-approach* to grammar. For this reason, according to Krashen, the teacher has to be concerned about providing children with comprehensible input. Meanwhile, Long added the relevance of interaction among the different agents at the classroom. However, he did not pay attention to grammar teaching. Krashen and Long assumed that when a learner acquired the language, he or she would be able to produce accurate output in their utterances, it was not necessary to focus our teaching on grammatical aspects.

On the other hand, researchers who supported the Weak Interface Position such as Schmidt (1990) believed that explicit knowledge could facilitate the development of implicit knowledge. For this reason, although he agreed with Krashen on the importance of providing comprehensible input, Schmidt pointed out that teachers had to promote in children the chance of noticing the structures he or she used. In this way, the input would become intake, which is the input that learners acquire. Hence, it was necessary that teachers could offer learners some tasks in which they could develop their capacity to notice gaps between their interlanguage and their teacher's interlanguage. In a similar line, Swain asserted the relevance of promoting pushed output in L2 lessons to promote SLA acquisition since, when trying to produce *pushed output*, children would also find gaps between what they wanted to say and what they were actually able to say.

Researchers withing Cognitive Theory believed that the key to acquire language was through practice. That is to say, the role of the teacher was not to provide children with comprehensible input but to offer them exercises in which they could practice explicit knowledge, as it was previous to the appearance of implicit knowledge.

After establishing the teacher's ideal roles when it comes to promoting the acquisition of grammar using the principles of the previous theories of acquisition, I will consider the way grammar instruction is planned withing the Communicative Approach (CA), which is the approach that teachers have to follow when teaching English.

possess an optimal way to acquire an L2. It consisted in not more attention on achieving an excellent mastery of language structures, the important thing now was to develop our communicative proficiency but also the fact of improving our performance when working on the four different macro skills by means of techniques or procedures that could help us achieve it. We have to keep in mind that all the tasks that are designed so as to refine our macro skills have to possess some component that makes them communicative.

In the CA the focus is no longer achieving perfect mastery of language structures, instead the main objective is to develop our communicative proficiency and improving the four different macro skills by means of a variety of techniques and procedures. Classroom tasks should meet communicative principles. As a result, the teaching of grammar has to be connected to some communicative purpose. Teachers should not teach it in an isolated way.

1.5 Two different techniques for presenting grammar

There are two approaches for the teaching of grammar...

The deductive model for the presentation of grammar refers to the traditional way in which grammar is presented. It follows the sequence PPP (Presentation, Practice and Production). Its main principle is that the language is acquired by means of grammatical explanation followed by plenty of practice, so it follows Skill Acquisition Theory.

One of the most important drawbacks of the deductive approach is that we run the risk of demotivating children on their interest to learn an L2 as it will be difficult to involve them in the tasks in a way that engages them. *Ellis and Shintani (2014)* Nevertheless, other authors such as *Gower and Walters (1983)* did not totally refuse this technique as it can be helpful when introducing some grammar aspect which is totally new for our pupils.

In an inductive approach to the presentation of grammar, the teacher acts as a guide for the learners. He provides them with examples of the target form to be focused on and the students are the ones that have to infer the rule and the situations in which they can use that structure. One of the major defenders of this view was *Scrivener (2005)*, who rejected Gower and Gower and Walter's position by claiming that trying to explain something that pupils have not seen before makes no sense since pupils do not know what

they are being explained. Moreover, *Thornbury (1999)* suggests that inductive presentation of grammar is likely to be more helpful to achieve acquisition of language as pupils are provided with more amount of input compared to the deductive presentation of grammar.

2. Methodology

First of all, it is worth noting that the school where this research has been conducted is semi-private and the pupils' families have generally a high economic level. The group in which I am going to focus is one of 4th of Primary Education. The teacher of this group was Jorge, who is thirty-one years old. Referring to his experience, it is remarkable that he has only worked in this school for approximately seven years.

The investigation has been carried out with resources that have provided qualitative and quantitative data. These resources have been the realization of field notes, the analysis of materials, a questionnaire aimed at the pupils and a final interview with Jorge.

The objective of the present study is to investigate the techniques used by a Primary teacher in his classroom and to propose a set of guidelines to make the teaching of grammar more efficient in the context under investigation. To do this, the theoretical models reviewed in the previous section will be used to analyse and assess the techniques used by the teacher and to establish a set of techniques that can be implemented with the case group under investigation.

During my internship period, I was mentored by Jorge, the English teacher of a 4th grade classroom. In order to obtain information about the usual development of the lessons where grammar was targeted, I decided to take some field notes in which I recorded the most interesting aspects that I observed of those lessons as well as my reflections about both teacher and learners' attitudes and actions during the lessons.

The field notes were the research tool used to collect data on the development of the lessons. The next step in my research was to analyze the different materials which were used by Jorge and by the learners. I decided to do that because it could be noticed

that the textbook was an important part of the lessons since the teacher followed them constantly. The focus of my analysis was the Student's Book, where we could find different ways of presenting grammar to learners. Regarding the Activity Book, I did not think about giving it a great relevance and analyzing it. Nevertheless, I observed that grammar practice was an important part of the grammar lessons and, as a consequence, the exercises of the Activity Book were also an important part in order to see what kind of exercises learners are provided with and the aspects in which they can improve by doing those tasks. Following with the analysis of materials, Jorge also designed some photocopies of exercises when the unit is about to finish to review all the contents that have been taught. As they are designed by the teacher, I ask him to use them in this dissertation as I personally believe that these photocopies could reflect what the teacher wanted to achieve with his pupils and if he prioritized the promotion of implicit knowledge or, on the contrary, he preferred to work on explicit knowledge of grammar.

The last type of material analysed were the exams designed by the teacher. Even though the learners did not do many exams while I was in class, the analysis of this material can allow us to check if there is a coherence between the contents that are taught and the contents that are evaluated, as well as to identify possible differences with the kind of exercises that learners do in classroom activities.

The last research tool I used was an interview with the English teacher. This interview was designed with the purpose of talking with Jorge in a more informal way, outside of the academic context, and we discussed different aspects connected to his grammar teaching. More specifically, Jorge was questioned about why he decided to teach grammar in the way he did and we explored different factors that may affect the way he taught. This interview was designed and implemented once the data obtained via the other research tools had been analysed so that I was able to question him on specific aspects connected to the characteristics of the textbooks he used, about some of the teaching decisions and techniques I had identified during the observation and about the learners' views and dispositions regarding the teaching and assessment of L2 grammar.

When the analysis of the different research methods was already finished, I attempted to synthesize and compare my findings in the discussion section. Finally, some suggestions for improving the teaching of grammar focused on form were put forward

hoping they could be helpful for making the learning of grammar more efficient both in the context investigated and other similar contexts.

3. Results and discussion

3.1 Field notes

With the purpose of starting to know how grammar is taught during the English lessons, three field notes of different lessons were hand written. The notes with my observations were then typed and recorded in the left column of a chart. Immediately after that, some reflections about those notes were added on the right column. These three field notes can be seen in [Appendix 1](#).

Although this analysis is going revolve around the teaching of grammar, we have to take into account that this kind of lesson constitutes a minority of the totality of English sessions.

First of all, [field note 1](#) and [field note 2](#) were two sessions whose development was similar as the teacher explained new grammar items. The most important aspects in which we are going to focus are the presentation of the grammar item, the contextualization of the grammar item, that is to say, if the lesson is focused on meaning, the relevance of feedback towards grammar mistakes and the communicativeness of the tasks.

For the presentation of grammar items in these two sessions, the teacher uses a combination of inductive and deductive presentation. First, he plays a video in which learners are provided with situations in which they can use that grammar structure. When it finishes, Jorge usually explains in English the grammar item in a deductive way to support the explanation in case some learner has doubts about something.

When the explanation of the item is finished, Jorge provides learners with some sentences in which the new structure appears. Jorge elicits students' participation and asks them to tell something about them using that grammar structure "want to". The problem here is that although the activity is personalized because learners are giving information

about themselves, there is not a clear goal to do that. The activity is only intended to allow Jorge to check if learners understand what has been explained.

Written practice exercises constitute an important part of the lesson. Nevertheless, by doing that, we are not promoting implicit knowledge since there is no possibility of interaction between learners and they only create sentences with the grammar item they have just learnt in an isolated way. As a result, this technique is not likely to lead learners to grammar acquisition, but it is just a useful way of studying for the unit exam.

The analysis of the observation data also reveals interesting patterns in the way Jorge provided feedback to students during oral interaction. As indicated in [field note 1](#), Jorge uses implicit feedback when the learner is wrong, especially clarification requests. As consequence, he has an opportunity to reflect and to correct himself. The rest of the learners did not seem to be reflecting about their mistakes as they only copied Jorge's corrections and some of them seemed to be focused on the lesson only when Jorge asked them to correct aloud. Nonetheless, we have to take into account that the exercises that were corrected did not constitute opportunities to produce extended messages by the learners, as their utterances were limited to creating random sentences using the target structure. For this reason, the feedback that Jorge can give learners is limited to the grammar sentences they tend to do. Feedback is useful but also a bit limited.

It is worth noting that Jorge tries to communicate with learners by using L2 at all times. Moreover, he uses different techniques to support his explanations so that learners can understand him in a better way. In [field note 2](#), however, he used Spanish to explain some aspects related to the workings of clocks when learners were learning the different hours of the day. The reason for what Jorge used L1 is that some learners did not know how analogue clocks work. As *Moon (2000)* stated, there are some situations in where L1 can be used. In this particular case, as learners showed difficulties understanding the English explanations, the teacher can explain the L2 grammar using L1 without any problem.

If we talk about the communicativeness of the tasks of field note 1 and field note 2, which consisted in written exercises that are useful to check that learners have understood the grammar concept, it can be seen that no interaction between learners was necessary and learners only do their written exercises to practice the grammar structures.

The tasks did not have any particular purpose apart from reviewing what they had just learnt. In this way it is difficult to engage children in English grammar.

In [Field note 3](#) I recorded my observations during the revision of a grammatical structure by means of a competitive game. In this field note we can identify a number of relevant aspects to the teaching of grammar, such as its usefulness, the interaction between learners, its communicativeness and the feedback.

During the activity, learners were motivated. Moreover, they had to produce oral language, instead of doing written exercises as they usually did. Despite this, learners were limited to describing what they saw in a picture and they were focused on forms. For example, “This is a pencil case”. Another aspect is that there was no negotiation of meaning, a crucial factor for Long in order to achieve language acquisition. It would have been better to provide children with a context in which interaction was needed. Another important aspect was that, when a learner was wrong, Jorge gave him implicit feedback and the child had the opportunity to reflect about the utterance. As the task was a game in which there were two teams, the pattern was that a learner had to select a picture and describe it with the proper demonstratives so it was a good way for students to practice grammar and to solve any doubt about it. The game was communicative as it had a clear goal, to win the competitive game. In addition, learners noticed gaps in their interlanguage when they wanted to communicate what they saw in the picture. However, children produced language with a focus on forms approach.

In sum, the analysis of the field notes has revealed a number of key principles guiding the techniques used by the teacher in his grammar lessons in 4th of Primary: important role of written practice of grammar, use of comprehensible input to explain grammar, feedback as an important element to congratulate or to correct learners’ utterances and a general lack of communicative activities throughout the lesson.

3.2. Analysis of classroom material

For this analysis, I will review whether those same principles apply to the different materials learners use to work on the grammar. First, I will focus on the exercises of two different units of the Student’s Book and Activity Book. Then, I will pay attention to materials designed by the teacher in order to review grammar. Finally, I will examine test

exercises with the purpose of checking that there is coherence between the way grammar is practiced and the way it is evaluated.

3.2.1 Textbook materials

In this section I will analyze the books that are used by Jorge in class: Student's Book and Activity Book.

My analysis of the materials in the Student's Book will focus on lessons in which a new grammar concept is explained. To do that, I will comment on the most important aspects of [sample 1](#), [sample 2](#), [sample 3](#) and [sample 4](#).

To do this, I will focus on the way in which the book presents grammar, the opportunities to interact that it offers, if the grammar is contextualized or if it is taught in an isolated way and if the language that children produce (in case they do), is in some way personalized.

To start with, the analysis of the content of Amazing Rooftops (Student's Book) reveals the way grammar lessons are organized. In every unit of the book, there is a short grammar section. X pages of unit X were randomly chosen with the purpose of identifying the aspects that I have mentioned previously.

First, it is noticeable that the grammar is always connected in some way to the vocabulary that children are going to learn during this unit, which is a positive factor as the book does not present the grammar as an isolated topic. This can be noticed if we look at [sample 1](#), the hours of the day are connected to the routines such as get up, have breakfast, get dressed, etc.

If we examine the way each new grammar point is presented, we can see that the book adopts an inductive approach, as learners are not given any explicit grammar rule about the use of present simple or the use of the structure "want to". For example, the book does not comment on the need to add -S when using third person singular. Instead, the book provides the children with many examples (input flood) of the structures by means of a song. In the case of the song related to present simple, the goal of this exercise is not only to highlight the vocabulary of the unit but also to give learners the chance to notice that when using the third person singular, the letter s must be added to the verb, that is to say, learners have the opportunity to reflect about that grammar rule. However,

I have been placed in this classroom for almost three months and I am not certain that learners actually noticed this because some of them are more focused on singing and others do not pay a lot of attention to the song.

During grammar lessons, once that the presentation of the grammar structure is covered, the Student's Book offers an exercise in which an interaction between learners takes place. This is a good idea because, in this way, children can produce language with the structure they have just seen. However, a weakness of this task is that there is not an information gap between the learners. Moreover, by following the instructions of the task, they will not talk about themselves. The task is not personalized. It would be more interesting if children could have the opportunity to talk about themselves. In this way, there would be an information gap, learners would be more motivated to comment on their routines or their interests and the task would be more communicative and, as a result, grammar acquisition would be likely to take place. Despite this, we have to clarify that this kind of activity at the end of the grammar section is never done during these lessons, as Jorge prefers to omit them.

During the final part of English lessons, learners often do exercises of the Activity Book. For this reason, it is important to analyse the exercises of grammar in order to check how they help learners to practice their knowledge of grammar. For this analysis, we will comment on the aspects of [sample 5](#), [sample 6](#), [sample 7](#) and [sample 8](#).

First of all, it is important to highlight that the tasks have no communicative purpose for using grammar, they merely consist in practicing exercises to write with the structures that learners have learnt. Moreover, there is a lack of context in the exercises as some of them only ask to create a special kind of grammar sentence so they follow a focus on forms approach. Moreover, the tasks are not communicative, interaction and oral production of language is not necessary to do them with success.

Taking these aspects into account, we can state that these tasks promote an explicit knowledge of the grammar rather than an implicit knowledge of it. Moreover, learners do not have to stretch their language competence to complete them. These exercises are a good option if we want to promote explicit knowledge of grammar because through practice, learners will be able to perform well in the exam and they will be able to verbalize the grammar rules. In this way, learners will not acquire grammar and they will not be able to use it properly during communication.

Throughout the book, there are a few tasks in which interaction between learners is needed in order to do the task (see [sample 8](#)). We cannot say that there is a context to answer these questions but, at least, learners will reply in a personalized way. Although this fact can be motivating, we cannot ignore that implicit knowledge is not improved because children are provided with the kind of question they have to ask and the answers are going to be really short.

The tasks of the Activity Book do not lead learners to stretch their language, they give instructions and clear boundaries about what learners have to write. Instead, there is a predominance of controlled practice of key grammatical forms. Learners are given all the characteristics of the sentences they have to write and they do not have to think in an active way.

3.2.2 Teacher designed resources

With the purpose of reviewing the important aspects of grammar, Jorge prepares his own photocopies to help children review the unit. The analysis of these resources is presented next. To do that, I will base my statements on [sample 9](#) and [sample 10](#).

These photocopies given by Jorge usually follow the same pattern; an explanation of the grammar structure to be evaluated and exercises to practice it. During the explanation this support is always presented in a deductive way (see [sample 9](#)). It might be more helpful for learners if they had to think about the grammar rule and write it, completing a grammar consciousness raising task. In this way, children could reflect about it and it would be a better learning experience as they would play an active role as they would have to discover the grammar rule, instead, if they are presented with deductive explanation of it, it could be that some of them merely memorize the grammar structure. Grammar is not connected at all with meaning so this type of practice corresponds to the focus on forms (FonFs) approach.

If we study the exercises in these teacher designed resources, we can observe that they have many similarities with the exercises of the Activity Book that we have already analysed in the previous section. They constitute an excellent way to practice the grammar and the vocabulary of the unit at the same time. Nevertheless, they do not help to acquire

grammar knowledge since the sentences that learners have to write are very similar. Moreover, no process of reflection will take place when doing this kind of task.

3.2.3 Tests and assessment tasks.

The exercises we are going to comment on next are the ones whose goal is to evaluate learners during written exams. To do this analysis, I will comment on the most relevant aspects of [sample 11](#) and [sample 12](#), which exemplify the exercises that learners have to do during the exam. We will pay attention to these aspects: contextualization of the exercises, presence of communicative activities, if this kind of exam corresponds to focus on form, focus on forms or focus on meaning and in which way the exam is limiting the learner's production of language.

To start with, exams are rather traditional way so there is no communicative interaction during them. The exercises are designed to measure explicit knowledge of grammar since they only have to show that they know how to write a certain structure, so good academic results do not mean that the learner has acquired the grammar and could use it in real contexts. There is not any exercise in which focus on forms and focus on meaning are connected in some way. For this reason, we can state that grammar is evaluated following the focus on forms approach. As a consequence, this kind of task is not an example of exercises which follow the communicative approach.

Learners' production of language is really limited with these exercises. Pupils have instructions and they are not allowed to create their own sentences. These exercises are examples of controlled practice of grammar.

3.3 Questionnaire data

The purpose of this questionnaire was to know more about learners' opinion about the main aspects of the English subject such as the kind of exercises they used to do, the way in which they prepare for an exam or the type of academic assistance they receive by their families or their English academies. We can find the questionnaire with their possible answers in [Appendix 3](#).

The original plan was to obtain individual responses from learners by means of a Google Forms so that their answers might be more detailed and sincerer than if they had answered them in class with the teacher and under time pressure. Unfortunately, the school's management did not allow to disclose information about students in the school. For this reason, the implementation of the questionnaire had to be modified and it was Jorge that asked the questions aloud to the learners and recorded their answers. Due to this, I was able to obtain only some general results instead of presenting quantitative data

The results of the questionnaire show that learners do not consider grammar as a difficult aspect of the subject but they consider it more difficult than the vocabulary section. An interesting aspect to take into account was that learners study grammar by heart, that is to say, they do not practice it in real contexts. With this method of study, they will obtain good academic results but their explicit knowledge of grammar will be improved but implicit knowledge will be put aside.

Another aspect that Jorge told me was that approximately two thirds of the learners received help by their parents or by a particular teacher. It is also worth noting that the majority of students practice with them the same contents that they had learnt during the English lessons. Some of them also did some exams in the language schools or private lessons they attended in order to prepare the aspects in which they were going to be evaluated. In contrast, only a few of the pupils attending language schools reported practicing speaking with their mates or with their teacher. This is a factor that will increase the possibilities to achieve grammar acquisition. Therefore, his L2 competence would be improved whereas the other students that are exposed to more written exercises related to grammar are practicing the structures in an isolated way, in other words, following a focus on forms approach.

If we focus on the resources which are utilised to present or to practice grammar, a surprising result was that pupils did not think that the songs which were played at the beginning of the unit were useful for them. The songs are a resource in which grammar is presented in an inductive way. A reason for this might be that learners did not realize about the relation of this resource with grammar learning. Moreover, as they are eight years old, when they listen to the song, they are more focused on the rhyme than in the grammar used along the song.

The last aspect of the questionnaire that should be noted has to be with the way corrective or implicit feedback is provided. Some learners admitted that when they have participated during correction of the exercises time, they stop paying attention. For this reason, the feedback they receive is not as useful as it could be. According to learners' answers, one of their main concerns is to correct the exercises by copying what Jorge writes on the blackboard, even if they do not understand the reasons for what their exercises were actually wrong. Based on this, we can assume that correction time is helpful for learners when they are correcting aloud as they receive Jorge's implicit feedback. In contrast, if they do not pay attention when other classmates are participating, correction time becomes a monotonous and ineffective activity where learners only copy the answers with a focus on accuracy

3.4 Interview

Once I had analyzed the rest of the material and I had designed a questionnaire to know more about the learners' opinion about some aspects of the lesson, I thought that a final interview with Jorge could be useful not only to comment on the most interesting aspects of his grammar teaching but also to know his point of view about the content related with grammar which appears in the materials that he uses on a daily basis at school. The transcription of the interview can be seen in [Appendix 4](#).

During the three months I spent in his classroom, I observed that Jorge attempted not to talk in Spanish during his lessons, when I asked to him about this fact, he answered that his purpose was that learners could understand the global meaning of his messages. In doing this, he provided them with roughly-tuned input, an indispensable factor for achieving acquisition of language according to Krashen.

Jorge also claims he takes into account that there are different levels of English competence among students. For this reason, he admitted that using the L1 when he thinks it is necessary is not a problem for him. He believes that, in order to create a anxiety-free environment, sometimes L1 has to be used and, in this way, learners find it easier to learn

When we started talking about the teaching of English grammar, Jorge's view was that it was more important that learners know the situations when they can use a particular

structure, that is to say, to identify the contexts in which they can produce that kind of utterances. Nevertheless, if we observe the way in which learners are evaluated, we can notice that they are provided with exercises in which they have to show that they know how to write a certain grammar structure, while it does not matter if they actually do not know when to use it.

Following my analysis of the different books which are used during the lessons, I asked Jorge to assess how these textbooks deal with grammar. Although he reported being really satisfied with the resources of the book to present the grammar, such as the songs or the videos, he emphasized that he does not agree with the way in which the book chooses the contents. For example, he explains that present continuous is first presented with the pronouns *he* and *she* and three units later, it is presented with the pronouns *I*, *we* and *they*. As a consequence, he chooses to teach the particular structure with all their possible pronouns.

One of the issues identified in my previous data was the lack of interaction between the learners during the lessons. When I questioned Jorge, he explained that the Covid-19 situation had had a negative influence on his lessons because some exercises that the book proposes could not be done. Moreover, he said to me that there was a specific subject which covered in a better form learners' needs to interact using L2. It therefore seemed, that communicative interaction was not considered by the teacher as a central aspect of his English lessons.

Judging from Jorge's responses, it appears that Jorge's teaching can be influenced by the learners' parents in the sense that he explained that some of them believe that the whole book must be taught to their children. As a consequence, Jorge tried to cover most of its contents, which left little time to do other kind of tasks, especially the tasks in which learners could have the opportunity to use the grammar in a contextualized way.

3.5 DISCUSSION

Although there are excellent new resources as the ones I have commented before, the grammar is still being taught through written practice, which is generally believed to be an indispensable factor in order to learn grammar. For this reason, it can be noticed that grammar is still taught following the Skill Acquisition Theory.

When we consider the way learners are evaluated, it becomes obvious that grammar teaching is influenced by the process of assessment. Students' grammar is evaluated based on the way they are taught and all the materials that I have examined are a good fit if we want them to obtain excellent academic results. Nevertheless, by doing a considerable amount of this type of tasks where students have no purpose to use grammar, we are promoting learners' explicit knowledge, which will allow them to create accurate sentences. In contrast, this kind of exercises are inadequate to test acquisition since learners hardly ever use their implicit knowledge of the language.

Although there are some tasks in which children have to interact, there is not a purpose and a context for doing it and children are not completely involved in the activity. It is true that they have a Speaking subject, but when they produce language, they are usually practicing a specific structure in a very controlled way, so, they do not need to stretch their grammatical resources. For this reason, grammar acquisition is not reached and students tend not only to forget the grammar they have learnt at the beginning of the academic year but also to not to know the situations in which a certain grammar structure can be used.

Grammar is taught following the situational approach and it is connected to the vocabulary of the unit. For instance, the structure "want to" with the vocabulary of the types of films. If we talk about the presentation of the grammar, it takes place by combining deductive and inductive teaching of grammar because a video is first presented in which learners are provided with situations in which they can use a grammar structure. Then, Jorge elaborates a deductive explanation. Consequently, the video is the first resource and Jorge's explanation is a support for learners. However, we have to take into account that the inductive presentation is limited to a short video, there are no opportunities for children to interact.

Feedback is also an important process to the teaching of grammar because if teachers use it correctly, it is a good resource for children in order to reflect about their

own utterances and to identify the errors they have made. Jorge's feedback acted as a prompt for learners. Clarification requests are helpful for them since, in this way, they have the time to reflect about their own utterance and they can monitor themselves. However, we have explained that in order to feedback was more useful, the language that learners can use during the tasks would have not to be limited. Moreover, the feedback is restricted in the sense that it is only given during correction time and the learners are only focused on the feedback each one receives when they correct aloud. Another factor that makes feedback to be restricted is the materials which are used to practice grammar, they are a bit restricted to written practice exercises. They do not imply production of language or interaction between learners.

4. CONCLUSIONS

Finally, during this section, I am going to highlight the main findings of this investigation and the information that the analysis of the results has provided. Moreover, I would also comment on some of the aspects that could have influenced the teaching-learning process during this year.

Throughout the research I have found there are different techniques the teacher uses for the teaching of grammar that can be useful for learners at school because they present the grammar in an inductive and motivating way, which is a key aspect to achieve a proper teaching-learning process. In spite of this fact, there are some components in the current teaching of grammar that are very similar to the ones that were followed a few years ago. I personally have obtained this idea due to the analysis of Jorge's grammar teaching techniques and the materials that are used during the development of the lessons that take place in 4th of Primary Education.

The learners' grades were really satisfactory according to the teacher but it should be pointed out that they were following the Skill Acquisition Theory as they were presented with the grammar to learn and they were used to do practice exercises with the purpose of achieving explicit knowledge of the grammar structures instead of practicing the grammar structures with contextualized tasks in which learners had to use L2 with a purpose. As a consequence, learners had trouble when they wanted to say something using L2, they were accustomed to produce language in a way that they only had to correct the

lesson exercises and they struggled when they wanted to tell a personal anecdote to their classmates.

Nevertheless, results have revealed that there are some factors which have affected the methodology used during the lessons, and, as a consequence, they have also influenced the efficacy of the teaching of grammar. One of these factors is the implementation of tasks in which there are not opportunities for interaction and production of language. This is consequence both of the kind of materials used regularly and the priority of covering all the contents of the book. In addition, the context of the pandemic has affected Jorge in the sense that he admitted during the interview that the English lessons during this year have been taught taking into account social distance and, for this reason, he considered that tasks in which interaction between learners could have taken place have been omitted. Despite, I personally believe that this should not be a reason for not proposing more kind of interaction between learners.

One aspect of Jorge's teaching that I will implement in my future teaching career is the relevance of providing learners with roughly-tuned input. From my point of view, this is such a good resource if we want learners to realize that grammar can be used in a contextualized way. Moreover, teachers will be promoting learners' capacity of noticing the structures that we are using and the input we are producing could finally become in learners' intake. Nonetheless, the important thing is not only providing learners with this kind of input, we have to do it in a way in which learners feel involved in the lesson, we have to maintain their motivation towards learning because, if we do not achieve, we will not bring our students' attention and their capacity of noticing will not be useful for their process of learning. We have to take into account that the use of roughly-tuned input has to be accompanied with tasks which require learners to be focused on form, if we do not do this, it could be that the roughly-tuned input will not be enough to achieve grammar acquisition.

Another interesting aspect that I could realize that English subject is not perceived as a demanding subject. Learners actually get really good grades by memorizing some vocabulary words and by writing a particular structure in a certain way. In fact, some learners that actually can speak English with fluency obtain worse outcomes than others. This fact does not mean that they are worse at English than some of their classmates, it means that the method of evaluating the English subject, especially the grammar section, is a bit dated. Learners think that the way of learning the L2 is by memorizing some

isolated vocabulary words and the way that a grammar structure has to be written. For this reason, as the communicative approach is the guide which every teacher should try to follow, we should add some type of interaction in which children have to produce language without following any particular structure. Hence, it will be more demanding for them and the task will be focused on meaning. We would be able to observe if learners achieve grammar acquisition of a particular structure.

One of my initial hypotheses was that grammar should be taught with a focus on the acquisition of implicit knowledge over explicit knowledge. The data obtained has revealed that that explicit knowledge plays a more important role than the implicit one during the English lessons. This fact ought to be changed if we are seeking learners' language acquisition.

This study has a number of limitations. I was not able to implement an improvement proposal. This was not possible as during an internship period, you are at school to assist the teacher and you do not have the autonomy to decide what you are going to implement.

Another limitation has to do with the conditions for the implementation of the questionnaire, which was designed to be answered by the pupils in an anonymous Google form.

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6. Appendixes

Appendix 1

Field Note #1.

Date. 23rd of February

Time: 9:50-10:40

Classroom/group: 4^oB of Primary Education

Lesson topic: I want to... / I don't want to

Observation of the grammar lesson	Reflection of the grammar lesson
<p>1. Today, pupils are going to learn the structure <i>want to / don't want to</i>. First of all, the teacher plays a video of the digital book in which this structure is presented in real situations. It is noticeable that the majority of the learners are paying attention. At the end of the video there are some questions related to what they have watched, learners answer them in an energetic way.</p> <p>2. Once the video is finished, Luis provides children with an explanation of the meaning of these structures. With that purpose, he uses the blackboard and writes "I don't want to / I want to". After that, he says some sentences using these structures and also he copies them on the blackboard. His explanation is accompanied by gestures to differentiate the negative sentences from the affirmative ones (when he says a negative sentence, he shakes his head).</p> <p>Luis asks the learners for some examples of this structure but there is little learners' participation, instead, some part of the pupils seem to be</p>	<p>First of all, it is important to mention that grammar lessons constitute a minority of the English lessons. However, we can see that there is a focus on grammar because some structures are seen in a more or less isolated way.</p> <p>Grammar is first presented in an inductive way since a video in which children can perceive some situations in which they can use that structure is presented. Moreover, after watching the video, Luis provides them with an explicit explanation in case some pupil has doubts about it. It is remarkable that, I am not sure if learners are focused on the meaning of the video, they know the way in which they are going to be evaluated and, therefore, they know that to identify the moments in which they can use them, are not going to bring them academic success.</p> <p>Luis supports Krashen's view about the importance of providing pupils with comprehensible input as Luis has constantly used L2. He uses a variety of</p>

<p>distracted with other things that are not related to the subject.</p> <p>3. Once the structure has been explained, learners start doing the exercises of the Activity Book related to the structure. Although it has been explained today, the vast majority of the learners are checking their Students' book in order to complete the exercises.</p> <p>4. When learners finish the exercises, a traditional correction takes place in which the most important point of correction is to check students' accuracy and to solve any doubt about the exercise.</p>	<p>structures when explaining, even the ones that have not been learnt yet by learners. Moreover, with the purpose of being understood, he uses some elements to support his explanations. This scaffolding plays an important role because in this way, children can perceive what Luis is telling them in an easier way.</p> <p>Practice exercises are an important part of the lesson as students spend a third of the session doing them. We can perceive that this lesson supports the skill acquisition theory in which practice was essential to master a grammar structure. There is no opportunity for children to produce language during interaction so it is not likely that they are going to acquire that structure, they are going to learn how to use it every time they have time to think about it.</p> <p>During correction time, children have opportunities to reflect about their utterances because Luis provides them with implicit feedback in the case the learner is wrong. If he does not reach the right solution, Luis provides him with it. However, pupils who are not correcting aloud do not seem to be reflecting about their mistakes. A good part of the pupils do not pay attention to their classmates while they are correcting and they only focus on the final correction written by Luis.</p>
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Field note #2.

Date: 15th of March

Time: 12:40-13:20

Lesson: Present simple and the clock.

Observation of the grammar lesson	Reflection about the grammar lesson
<ol style="list-style-type: none">1. During this lesson, pupils work on the present simple tense. Moreover, another difficulty that learners have to face is related to the presence of the main different hours when reviewing the present simple: o'clock, quarter past, half past and quarter to.2. First of all, there are some learners that have difficulty with this topic because they even have problems with the hours in their L1. For this reason, Luis first explains to them in Spanish how a clock works. After that, he continues with the English lesson.3. Once learners know the working of the clock, Luis starts saying sentences using the present simple and hours of the day. For example, I get up at quarter to seven. Children also have some opportunities to comment on their routines aloud.4. The last part of the lesson consists in children doing written exercises with the purpose of practicing the structures I have mentioned. Luis gives them some minutes to do them. When they	<p>From this lesson, I can highlight the moment when Luis started to talk in Spanish. According to Moon(2000), there are some situations in which L1 can be used. In this case, Luis did not know if learners had understood his English explanations. Moreover, as it was a tricky concept for them, it is not a problem to speak in Spanish to explain something that is not totally clear.</p> <p>Learner's interventions in the class are restricted to say some routine they have in an isolated way. This is a good technique because Luis encourages children to participate and to produce language by themselves. Moreover, he provided them with feedback to assist them on their reflection about the mistakes they have made or simply with the purpose of congratulating them as it was not a complicated task. However, there is not any kind of interaction between learners and any purpose of saying their routines. Another type of task in which there was a context in order to produce language and talk about the children's routines should be thought of.</p> <p>Practice exercises help children to know how to write sentences using present simple. Nevertheless, by doing this, we are not working on grammar in a communicative way. The lesson can become a bit monotonous because written practice should be a resource in which teachers can trust in some cases but not a</p>

are finished, the traditional correction of them takes place.	pattern for our lessons. Their knowledge of learning will improve but if children work in this way, they will not achieve language acquisition.
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Field note #3

Date: 30th of April.

Time: 9:00-9:50

Lesson: Demonstratives

Observation of the grammar lesson	Reflection of the grammar lesson
<ol style="list-style-type: none"> 1. Today, Luis explains to the pupils that they are going to review the use of demonstratives by means of a website. He tells them that its name is Baamboozle and it consists of a competitive game between two teams. 2. Luis explains the instructions for playing, he tells them that they have to create sentences using the demonstratives. Pupils have to share with the rest of the class what they see in the picture. Luis clarifies that a team will have a point if an integrant of that team produces the sentence correctly. 3. When learners do not produce the sentence accurately, Luis does not provide them with the correct form of their utterance directly, instead, he uses sentences such as “Can you repeat?” “Sorry?” If the child does not react, 	<p>Although this game is only a different way of practicing the demonstratives, it has got more advantages than traditional written exercises because, in this way, children do not have to use their English books and they have to demonstrate that they know when to use each of these words. The task gives children a context to use language.</p> <p>Moreover, it is an opportunity for children to speak. During speaking exercises, children do not have much time to think about what they are going to say, so it is a good way to check if children have acquired this knowledge. Luis can compare the difference of level in their pupils when they are speaking and when they are allowed to have time to think about what they are going to write during exams.</p>

<p>Luis provides him or her with the correct form and another participant of the other team tries to create a sentence.</p> <p>4. During the lesson, children seem to be more motivated than in other grammar lessons I have observed.</p>	<p>When doing this exercise, children are merely communicating what they see in a picture. There is no interaction between them and, as a result, they do not negotiate meaning (Long) or test their hypotheses or receive implicit feedback when their utterances are unintelligible.</p> <p>It is important to note that with this exercise, children produce language but they do it with controlled practice of the key grammatical forms. For this reason, children already know the model of the sentences they are going to produce and the exercise is not very demanding for them, especially if they have done the written exercises before because both tasks follow the same pattern. However, they do receive implicit feedback as for the teacher when they are not accurate. In this way, learners can reflect about the utterance they have produced and it may be that the learner notices the nature of the error and could correct himself.</p>
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Appendix 2

Sample 1

Lesson 2 Grammar and Song

4

1 Listen and repeat. 51

Grammar

What time does she go to work?
She goes to work at nine o'clock.

What time does she have breakfast?
She has breakfast at quarter past nine.

2 Listen and look. 52 Match the verses and the pictures.

3 Listen and sing along. 52

Chorus

She's a firefighter.
She drives a fire engine.
She goes to work every day,
At the fire station.

- 1 What time does she get up?
She gets up at eight o'clock.
She gets dressed.
She goes to work.
She loves the fire station!

Chorus

- 2 What time does she have lunch?
She has lunch at half past one.
She has breakfast.
She has lunch,
At the fire station.

The Firefighter song



Chorus

- 3 What time does she go home?
She goes home at half past five.
She goes to bed,
And then she dreams
About the fire station.

Sample 2

4 Collaborate Work in pairs. Choose a picture on this page. Play a memory game.

What time does she get up?
She gets up at eight o'clock.

What time does he / she ... ? He / She ... at ...

39

Sample 3



1 Listen and repeat.  



Grammar



What does she want to watch?

She wants to watch a fantasy film. She doesn't want to watch a musical.

2 Listen and look.   Which films does Dylan want to watch?
Which films does Ruby want to watch?

3 Listen and sing along.  

Chorus
What can we do this afternoon?
Let's watch a musical or a cartoon!
There are adventure films and comedies.
Can we go to the cinema, please?

Dylan wants to go to the cinema.
What does he want to watch?
He wants to watch a comedy.
He likes comedies a lot.
He doesn't want to watch a musical.
He doesn't want to watch TV.
He wants to watch a science fiction film,
Or a comedy, you see!


Chorus

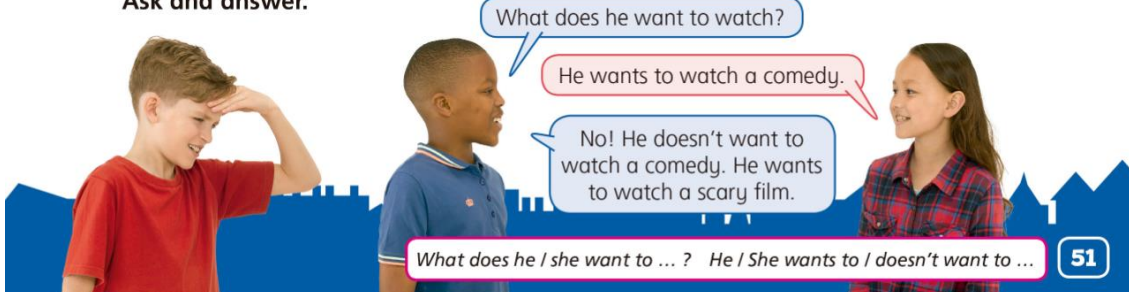
The Rooftops Cinema song 



Ruby wants to go to the cinema.
What does she want to watch?
She wants to watch a wildlife film.
She likes wildlife films a lot.
She doesn't want to watch a fantasy film.
She doesn't want to watch TV.
She wants to watch a scary film,
Or a wildlife film, you see!

Sample 4

4  **Collaborate** Work in groups of three. Mime a film for your classmates.
Ask and answer.



What does he want to watch?


He wants to watch a comedy.





No! He doesn't want to watch a comedy. He wants to watch a scary film.

What does he / she want to ... ? He / She wants to / doesn't want to ...


51

Sample 5

 **2** Look and answer the questions about Emily and Tom.

- 1 What time does she get dressed?  _____
- 2 What time does he have breakfast?  _____
- 3 What time does she go to school?  _____
- 4 What time does he go home?  _____

Sample 6

 **2** Look and write. Use *He* or *She* and the words in the boxes.

watch play have read play ~~watch~~ a comic the drums a wildlife film
~~a scary film~~ an ice cream basketball

1   

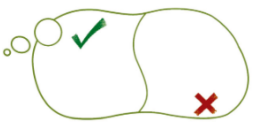
2   

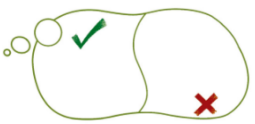
3   

He wants to watch a scary film.
 He doesn't want to

Sample 7

3 Draw a boy and a girl in boxes 1 and 2. Complete the pictures and write.

1  _____


2  _____



More practice
 Go to page 92, Activity 2.


Challenge
 Choose a boy or girl from Activity 1.
 Write sentences. Swap books and
 guess your partner's boy or girl.

Sample 8

3  Communicate Work in groups. Ask and tick ✓ or cross ✗.		Name:	Name:
1	play you basketball? Do <i>Do you play basketball?</i>		
2	ski? Do you _____		
3	Do archery? you do _____		
4	_____		
5	_____		
6	_____		

Sample 9

WANT TO - PRESENT SIMPLE - UNIT 5



Read unit 2, 3 and 4 for more information

+ Affirmative sentences

Personal pronoun
+
Verb / Verb with special s

- Negative sentences

Personal pronoun
+
Auxiliar (don't/doesn't)
+
Verb

? Interrogative sentences

Auxiliar (Do/Does)
+
Personal pronoun
+
Verb

Present Simple means an action that is a common habit / a routine.

I want to play football.
He wants to eat a pizza.
She wants to watch a comedy film.
They want to go to the cinema.

I don't want to play football.
He doesn't want to eat a pizza.
She doesn't want to watch a comedy film.
They don't want to go to the cinema.

Do you want to play football? Yes, I do.
Do they want to go to the cinema? Yes, they do.

Does she want to watch a scary film? No, she doesn't.
What does he want to eat? He wants to eat a pizza.

Main verb:
Want to

Special personal pronouns:
He / She / It

Sample 10

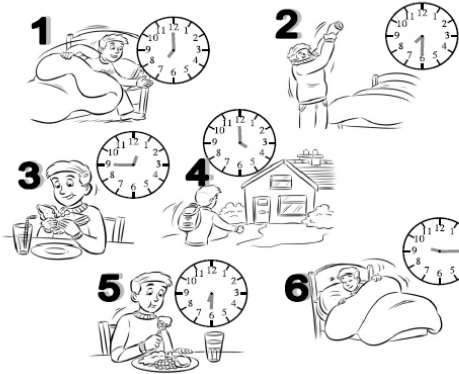
2 Write. Use *wants to* or *doesn't want to*.



- 1 He doesn't want to watch a musical.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Sample 11

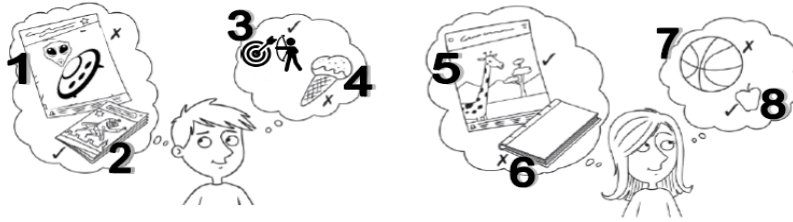
1 Write affirmative or negative sentences about Tom.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Sample 12

2. Write affirmative or negative sentences using the verb "want to".



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Appendix 3

1. **Creo que la asignatura de inglés es:**

- a. Muy difícil
- b. bastante difícil
- c. bastante fácil
- d. muy fácil

2. **Considero que los ejercicios de gramática son:**

- a. Muy difíciles
- b. Bastante difíciles
- c. Bastante fáciles
- d. Muy fáciles

3. **Considero que los ejercicios de vocabulario son:**

- a. Muy difíciles
- b. Bastante difíciles
- c. Bastante fáciles
- d. Muy fáciles

4. ¿Qué es lo que más estudias en casa para preparar los exámenes?

- a. El vocabulario de la unidad
- b. La gramática de la unidad
- c. Veo la tele en inglés o alguna serie para practicar para la prueba de listening.
- d. Miro los ejercicios que hemos hecho y con eso me vale.

5. La gramática que enseña tu profesor en clase te parece:

- a. Muy difícil.
- b. Bastante difícil.
- c. Bastante fácil.
- d. Muy fácil.

**6. ¿Cómo estudias la GRAMÁTICA los días de antes de un examen de inglés?
Marca todas las opciones con las que te sientas identificado/a**

- a. Estudio en silencio, intentando memorizar el vocabulario y las reglas de gramática.
- b. Cuando estudio, miro o vuelvo a hacer los ejercicios que hemos hecho en clase para ver si los hago bien.
- c. No estudio, el inglés es una asignatura que no me motiva.
- d. No estudio, pero llevo al día los contenidos del tema y con eso es suficiente.
- e. Otros

7. En caso de que hayas marcado la casilla otros, explica lo que sueles hacer.

8. ¿Quién te ayuda en casa a la hora de hacer los ejercicios o de preparar un examen? Puedes marcar más de una opción.

- a. Recibo ayuda de alguno de mis padres.
- b. Recibo ayuda de un hermano.
- c. Recibo ayuda de un profesor particular.
- d. No, no recibo ayuda.
- e. Otros.

9. ¿Qué tipo de ayuda te proporciona esa persona? Puedes marcar más de una opción.

- a. Me ayuda a estudiar y me explica lo que no entiendo.
- b. Me pregunta el tema una vez he terminado de estudiar.
- c. Vigila que no me distraiga con otras cosas.
- d. Estudio por mi cuenta y miro en internet lo que no entiendo.
- e. Otros

10. Solo en caso de que en la pregunta anterior hayas marcado la opción OTROS, da detalles sobre la forma en la que te ayudan.

11. ¿Acudes a alguna academia de inglés o tienes profesor particular?

- a. Sí.
- b. No.

12. Si has respondido SÍ a la pregunta anterior, ¿qué haces en la academia o con el profesor particular? Puedes marcar más de una opción.

- a. Repaso lo que estamos dando en el colegio.
- b. No repasamos lo que estamos dando en el colegio, pero hacemos otros ejercicios de forma escrita.
- c. Hablo en inglés con mi profesor o con mis compañeros de la academia. Casi no hacemos ejercicios de forma escrita.
- d. Hago exámenes que me ayudan a prepararme para el examen del colegio.

13. ¿Qué es lo que más te ayuda de cara a entender la gramática? Puedes marcar más de una opción.

- a. Las explicaciones de mi profesor.
- b. Las correcciones de los ejercicios.
- c. Las canciones del principio del tema.
- d. Las explicaciones de alguien de fuera del colegio.
- e. Las fotocopias que reparte mi profesor.

14. Durante la corrección de los ejercicios de clase:

- a. Lo más importante es decir bien lo que me toca, aunque no lo entienda del todo
- b. Presto atención a lo que dicen mis compañeros.
- c. Me limito a escribir lo que pone mi profesor en la pizarra, aunque no lo entienda del todo
- d. Una vez he participado en la corrección, ya no presto tanta atención.

15. ¿En qué forma te ayuda la corrección de los ejercicios de gramática?

- a. Trato de identificar lo que tengo mal, si no lo entiendo, pregunto a mi profesor.
- b. Corrijo mis ejercicios, pero algunas cosas no me quedan claras y no las pregunto.
- c. Me ayudan más otras cosas de cara al examen.

16. ¿Puedes explicar cómo se hacen preguntas usando el presente continuo, contenido que se vio en el primer tema de la unidad? (Sin mirar el libro) En caso de que no te acuerdes, deja la pregunta en blanco.

17. Teniendo en cuenta lo que estudias y lo que trabajas en esta asignatura ¿Cómo de satisfecho/a estás con las notas que obtienes en la asignatura de inglés?

- a. Muy satisfecho.
- b. Satisfecho.
- c. Insatisfecho.
- d. Muy insatisfecho.

Appendix 4

Hola Jorge, gracias por tu disponibilidad para realizar esta entrevista, lo primero de todo, es que a lo largo del tiempo que he estado contigo, he visto que a ti te gusta hablar siempre en inglés durante tus clases, a diferencia de otros autores que creen que a estas edades es mejor utilizar la lengua materna, tu sigues la otra corriente y usas el inglés siempre que puedes. ¿Crees que es importante hablar en inglés ya en estas edades?

Hombre yo creo que sí, especialmente en estas edades que son más pequeños yo creo que son muy esponjas, les das feedback en inglés y, al principio es posible que haya cosas que no entiendan porque a lo mejor no las puedes introducir o porque utilizas lenguaje de una frase, ellos no tienen que saber palabra por palabra, pero sí que es cierto que, utilizando el vocabulario y las instrucciones básicas, ellos ya van uniendo y dándole sentido a las cosas. Sí que es cierto que cuando empiezas algo un poco más complicado como alguna instrucción de un ejercicio más compleja, sí que hago alguna traducción. Sin embargo, a mí en general siempre me ha gustado que escuchen en inglés. Es como cuando los padres les ponen series o dibujos en inglés, ellos no entienden todo lo que se está diciendo, pero sí que pillan el mensaje global y ese es nuestro objetivo, no que entiendan palabra por palabra, sino que entiendan las instrucciones generales. Yo aprendí el idioma escuchándolo por lo que creo que se debe aprender practicándolo, no pasa nada por introducir la lengua materna para aquellos que vayan un poco más flojos a la hora de inferir sus significados, no tengan esa sensación de ansiedad. No puedes darles un nivel de inglés super alto y estar contento porque les estoy dando mucho nivel de inglés ya que algunos te van a seguir, pero muchos van a tener un nivel de nervios y ansiedad que tampoco es bueno.

Sí, yo creo que es positivo también porque se van acostumbrando a escuchar en inglés. Quieras que no, para muchos de ellos somos la única fuente de input que tienen. Otra cosa que me he fijado es que también usas estructuras que, aunque no hayan aprendido, yo creo que también es positivo para ellos porque van conociendo

más el idioma. Como tú has dicho, lo primordial no es que entiendan palabra por palabra, sino que así también van acostumbrándose. ¿Piensas lo mismo?

Eso es, claro, yo voy a repetir mucho todo lo que estemos dando, las estructuras que estamos dando las voy a repetir muchísimas veces más que otro tipo de estructuras, pero, hay veces que incluso cojo estructuras que hemos dado en el pasado en unidades anteriores y un poco por refrescar. Si necesitas decir una frase más compleja, no pasa nada, si quizás eres consciente de que la frase que estás metiendo es demasiado compleja y que la inmensa mayoría del alumnado no la va a pillar, no hay problema en reducir, pero sí, no hay que poner ninguna barrera al inglés. Es cierto que no te vas a poner a hablar a un nivel C1 o el nivel que sea con críos de ocho años, pero sí dentro de un rango de nivel adaptado. Yo no le pongo barreras a eso.

No, yo también creo que es positivo para que vayan viendo distintas estructuras y no escuchen un lenguaje limitado a lo que están aprendiendo. Otro aspecto interesante es la gramática, es uno de los aspectos que más se trabajan en el día a día en las escuelas. Me gustaría saber qué es para ti aprender gramática y cuál consideras tú que es la mejor forma de aprenderla.

La verdad es que para mí la gramática es una de las cosas más complejas porque es cierto que ya no es que sea algo difícil porque sea inglés sino porque a la vez que tú introduces ciertos aspectos gramaticales en inglés, ellos en castellano lo están aún aprendiendo. Realmente, cuando explicamos que una frase la tienen que poner en gerundio, tenemos que saber que a ellos eso les cuesta en castellano. Hay algunos alumnos que lo cogen con facilidad o porque incluso, en la lengua materna, dominan y entienden el concepto de eso que estás explicando. Sin embargo, otros como vayan ya un poco más justos en castellano, luego a ver cómo lo pillan en inglés. Les voy dando mucha fotocopia, quizá a veces pueden ser un poco densas para ellos, intento hacer ejercicios más simples relacionándolos a nivel práctico con eso. También, en los ejercicios en la asignatura de Speaking que hacíamos en clase como algún juego, intento meter esas frases de

gramática para que ellos las vayan practicando. Diría que es mucha repetición y diferentes tipos de ejercicios, ya no solo ejercicios básicos de gramática, sino que también canciones. Vas mezclando un poco, yo creo que la gramática como tal sí que se intenta dar el concepto de, esto se llama así, y no pasa nada. Pero en mi opinión, es más útil que ellos sepan aplicarla en según que situaciones que a lo mejor sepan el concepto como tal, al menos a estas edades. Luego, cuando tú visitas un país de habla inglesa, no piensas el tiempo que vas a usar para comunicarte, lo interiorizas. La idea es que terminen interiorizándolo, pero es un camino largo

¿Crees que la forma en la que se enseña gramática ha cambiado desde que tú eras estudiante?

Algo ha cambiado yo creo, algo ha mejorado, yo lo intento hacer, estoy seguro de que habrá formas mejores de hacerlo, yo lo intento hacer lo mejor que puedo. Antes se tendía mucho a una traducción directa de las cosas. El aprendizaje del inglés tanto de vocabulario como de gramática estaba basado en la traducción. Me acuerdo de que yo cuando estudiaba Primaria hace veinte años, te daban siempre una afirmativa y te hacían cambiarla a negativa y a interrogativa. Yo hacía muchos ejercicios de esos, que ojo, que tampoco te digo que sean el demonio, yo aprendí inglés así y no me he traumatado y soy profesor de inglés y me encanta. Yo hacía esos ejercicios porque me gustaba, no critico a mis profesores por ello. Sí que es cierto que luego hay corrientes que no apoyan para nada ese tipo de ejercicios. En aquel entonces se hacía así y la gente que hemos estado estudiando bajo ese método, a lo mejor hay gente que se ha frustrado más o ha aprendido peor el inglés, pero yo lo aprendí. Seguramente dentro de veinte años, lo que yo hago ahora me dicen que era una burrada, pero, están aprendiendo inglés. Al final es que te estén diciendo cómo se hace de forma correcta. Yo aprendí de una forma más tradicional pero ahora también hay muchísimos más recursos.

A lo largo de mi periodo de prácticas con vosotros, he visto también que uno de los materiales con los que más trabajáis es también el libro de texto. ¿Qué beneficios podrías destacar de él?

A ver lo del libro de texto es también un tema que está un poco demonizado en el sentido de que el libro de texto es la única vía para aprender y que eso es una vergüenza. A ver, a mí el basarme exclusivamente en el libro de texto, hay veces que es cierto que no es el único recurso, pero sí que lo que se lleva ahora como libro de texto ya no es simplemente un libro físico. Todo lo que viene con ello es una maravilla, o sea, te dan un libro de lectura con unas actividades de comprensión sobre él, luego tienes actividades de speaking que son juegos, un montón de listenings, vídeos de inglés real en carne y hueso que digo yo. Hay una cantidad de material audiovisual que ya no le hace solo un simple libro de texto. Por ejemplo, el student's book es un libro que viene bien, pero si me dijeran de quitarlo, me quedaría solo con el activity book y el resto con el libro digital. Luego, además del libro de texto, siempre intento meter alguna cosilla extra. En general, es un recurso que ocupa el grueso de la asignatura, pero hay que pensar que cuando a un padre le pides al principio que compres un libro de texto, no lo puedes usar como un recurso más bien esporádico, tienes que trabajarlo de un ochenta por ciento para arriba. Me parece que, resumiendo, aporta bastantes beneficios porque incluyo también todos los recursos que ofrece. Si solo tuviera el libro físico, se me quedaría super corto y, claro, no es la única forma de aprender, por medio de un libro.

Así a modo de curiosidad, ¿elegís los profesores de inglés de ese curso el libro que van a llevar los alumnos?

Cada unos cuantos años se nos propone que podemos hacer un cambio, pero hay que tener en cuenta que de 1º a 6º de Educación Primaria tenemos que estar de acuerdo en la editorial. Hay que valorar cosas que a lo mejor en algún curso se pueden quedar cortas, pero intentamos coger el libro que más se puede ajustar a las necesidades de todos los

cursos. Sobre todo, nos fijamos en cómo van introduciendo la gramática a partir de 4º de Educación Primaria.

Siguiendo con el tema del libro, ¿te gusta la forma en la que presenta la gramática?

Los recursos con los que la presenta sí que me gustan, la forma en la que la presenta creo que a veces se queda limitada. Por ejemplo, ¿por qué en una unidad les meten el presente simple con he y she y luego dos unidades más tarde les meten el they? O sea, yo luego en las fotocopias, les meto todo. Me gusta que aprendan a usar los diferentes pronombres personales. Creo que pecan un poco de centrarse en un solo pronombre personal. A nivel de recursos sí que estoy contento porque los textos de Reading están bien hechos, las propuestas de speaking suelen ser majas y siempre complemento con algo más yo y los vídeos, en general, están bien.

Y en el Activity Book, ¿qué te parecen los ejercicios que están más enfocados a la práctica de la gramática?

Es un poco lo que te he comentado antes, la forma de introducir la gramática es un poco limitada. Tienes que meterles un poco más porque, sino estás corrigiendo ejercicios super parecidos. Yo cambiaría los ejercicios en el sentido de que cogería contextos de temas anteriores, es decir, ¿por qué limitan el presente continuo al tema de actividades relacionadas con el campo y no introducen temas de deportes aunque los diéramos hace tres temas? Es cierto que cuando introduces vocabulario nuevo, te centras solo en eso, pero cuando vas dominando lo nuevo, mezclarlo con lo de antes les vendría bien. Por ello, los ejercicios del Activity Book se quedan muy monótonos.

La siguiente pregunta ya la has respondido con tus explicaciones así que si te parece, pasamos a la siguiente que está relacionada con los ejercicios que generalmente no

estaban tan presentes en las clases eran los de interacción. ¿Crees que se debe también un poco a la situación actual?

Puede ser, nosotros, en el colegio, también tenemos una hora a la semana dedicada a Speaking fuera de la asignatura de inglés. Sí que es verdad que, a veces en el Activity Book te proponen algunas cosas de intercambiar cuadernos y hacer preguntas entre ellos. Esto, otros años se hacía. Este año ha estado todo muy limitado, la enseñanza de la lengua inglesa ha podido ser más aburrida. Al final, puedes hacer algo más o menos significativo, pero están recibiendo inglés de una forma o de otra.

Las primeras semanas que estuve contigo, sí que me comentaste que nuestro curso de 4º de Primaria era más movido. ¿Piensas que esto también te afectó a la hora de diseñar algunas actividades?

Sí, porque además tú viniste en un momento en el que yo estaba un poco disgustado con ellos. Era un grupo que el primer trimestre costó muchísimo con ellos. Les revisaba la tarea y la mitad de la clase no las hacía, había un desinterés muy grande a la asignatura, el grupo era muy difícil. Me encontré con alumnos que quizá para 4º de Primaria a lo que estamos acostumbrados en el colegio no habían adquirido hábitos que esperan que hayan adquirido para que luego tú puedas tirar del carro. Proponía cosas y no se enganchaban, juegos y veías que una parte lo disfrutaba, pero los que a lo mejor por nivel de comportamiento no entraban en la dinámica, no había manera. Había días que sentía pocas ganas de ir a ese curso. Sí que es cierto que desde más o menos que tú viniste, el segundo trimestre lo acabamos regular pero, a partir del tercero he podido tirar bastante de ellos y esto también se ha notado en sus resultados.

Vale, por último, la última pregunta es si el currículo te ha afectado alguna vez a la hora de dar tus clases en el sentido de si ellos priorizan algo demasiado y dejan en un segundo plano algún aspecto en el que a ti te gustaría hacer más hincapié.

A ver la legislación, a nivel de contenidos vas marcado, de ahí tampoco te vas a salir, lo único es que el nivel de evaluación que exige el currículo es que ellos no te obligan a hacer exámenes. Un profesor se puede basar en observación, en pruebas específicas o en varios instrumentos, tienes libertad para ello. También es cierto que, a la hora de la verdad, cuando un padre de alumno se queja o critica algo del profesor y esa queja llega al inspector, este último se va a centrar en las pruebas específicas que le has hecho al alumno. Por mucho que no quieras evaluar por exámenes y tengas en mente evaluar por trabajos u observación, hay que tener cuidado porque el inspector se basa en unas pruebas específicas bien hechas, con lo cual mueres un poco al palo de que, por mucho que la legislación te de cierta flexibilidad, a veces te ves obligado a hacer exámenes al tener en cuenta situaciones así. A mí la evaluación es una cosa que no me gusta del sistema educativo en general.

Sí, entonces el currículo te afecta en eso pero no dirías que te afecta en tu labor diaria al impartir las clases.

No, yo creo que trabajamos un poco de cada. Hemos alcanzado un buen equilibrio y al final de cada año hacemos una reflexión los profesores y planeamos mejoras para el año que viene. Por ejemplo, este año hemos quedado que el año que viene, les intentaremos meter más oportunidades para que trabajen el writing.

Genial, pues ya estaría la entrevista. Muchas gracias de nuevo Jorge y un saludo.

De nada, ha sido un placer.